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ABSTRACT

An internship is required of doctoral programs in vocational-technical education programs funded under Section 552 of the Education Professions Development Act; the programs of the 11 original EPDA 552 institutions were investigated, and the results are presented. The historical background of internship in the United States is developed in a 25-page section, appended by a 10-page annotated bibliography. On-site visitations to the 11 institutions disclosed wide variations, particularly in the area of implementation (financial remuneration, course credit, student role in negotiating, advisor role, and orientation); the section is 25 pages. A 68-page indepth evaluation of the internship at Rutgers University indicates that there is general support for the internship concept; further study of the relationship of the internship to career goals is required. Guidelines for the 30-page Internship Manual, which contains suggestions for the implementation and evaluation of an internship program, were formulated from an analysis and synthesis of these data. Among the recommendations contained in the 40-page summary are that the internship component be continued after termination of EPDA 552 projects, but with evaluation provisions. (AJ)

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AN IN-DEPTH STUDY OF THE INTERNSHIP CONCEPT AS PART OF THE DOCTORAL PROGRAM IN VOCATIONAL-TECHNICAL EDUCATION

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June 1972

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Combining theory with practical experience through the medium of an internship has long been acknowledged by diverse fields (medicine, social work, etc.) as an efficient and effective method for training competent practitioners, but it has only recently been incorporated into advance degree programs in vocational-technical education. An internship is one of the two requirements of doctoral programs funded under Section 552 of the Education Professions Development Act; however, little was known about the objectives, implementation, or means of evaluating the internship programs at the eleven original EPDA 552 institutions. In addition, Rutgers' experience with the internship as an integral part of the doctoral program since the program's inception in 1966 afforded fertile ground for an in-depth study of students who had completed the requirement.

Four major objectives were established for the study: (1) to gather available and current historical data on the internship (and similar) programs engaged in by doctoral students at Rutgers and the ten other EPDA 552 institutions in the field of Vocational-Technical Education; (2) to summarize these data as to the variables found including initial agreement, type of internship, duration, experiences gained, responsibilities, financial arrangements, etc.; (3) to evaluate the internship program as an integral part of the doctorate in vocational-technical education at Rutgers; and (4) to analyze and synthesize information derived from the study and develop a manual on internship which might include alternative strategies for implementation. The final report, consisting of five separately bound sections, presents the results of the investigation.

Data for the study were obtained through a review of the literature to develop the historical background of the internship in the United States, on-site visitations to all of the original EPDA 552 institutions, and an in-depth evaluation of the Rutgers Internship Program. Guidelines for the Internship Manual, which forms Part V of this study and contains suggestions for the implementation and evaluation of an internship program, were formulated from an analysis and synthesis of these data. The manual incorporates many of the recommendations made in the study.

Findings from the on-site visitations disclosed that the internship varied from institution to institution in a number of important respects, with the greatest diversity occurring in the area of its implementation. Little or no uniformity existed in such aspects as: financial remuneration, course credit, role of the student in negotiating the internship, role of the adviser, and pre-internship orientation and/or experiences. Areas of consensus included agreement as to the goals and objectives of internship and the need to insure a "tailor-made" experience for each intern. The in-depth evaluation of the internship at Rutgers indicated that there is general support for the internship concept; however, further study of the relationship of the internship to career goals is required. Among the recommendations made were that the internship component be continued by all participating institutions after termination of EPDA 552 projects and that definite provisions to evaluate the internship as well as the intern's progress be established.

Final Report

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AN IN-DEPTH STUDY OF THE INTERNSHIP CONCEPT AS PART OF THE DOCTORAL PROGRAM IN VOCATIONAL-TECHNICAL EDUCATION

Summary

Part I

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This research effort could not have been completed without the help and support of many persons. Carl J. Schaefer of Rutgers University wrote the original research proposal and continued to contribute to the overall design and progress of the study.

Florence Mintz served as Research Assistant for the project during the 1971-72 academic year. Mrs. Mintz was responsible for the major portion of Part II of this report--The Development of the Internship: An Historical Perspective--and in addition was primarily responsible for planning and reporting the feedback session held at Rutgers in April, 1972. The results of the feedback session are found in Part IV--Evaluation of the Internship Program at Rutgers University.

Also, appreciation is expressed to Directors, faculty, students and staff in the eleven original EPDA 552 institutions who were so cooperative during the on-site visitation phase of this project, and to the faculty, staff, and students at Rutgers University who unfailingly complied with requests for information.

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Introduction

An internship type of requirement for the advanced degree, which features working and learning in a clinical setting, has been established practice for years in other fields (medicine, social work etc.) but has only recently been incorporated into advanced degree programs in vocational-technical education. An internship is one of the two required components of doctoral programs funded under Section 552 of the Education Professions Development Act, the other being the availability of a broad based program leading to the advanced degree in vocational-technical education.

It was felt that possibly the term "internship" may be common to all EPDA 552 institutions, but objectives, implementation and means of evaluation might vary widely from university to university. Since Rutgers had had the most experience with the internship it was in a unique position to both gather descriptive data concerning the internship programs at the eleven original EPDA 552 institutions and to conduct an in-depth study of the students who had fulfilled this requirement at Rutgers. (The seven remaining EPDA 552 programs had just been funded, thus were not included in the study.)

The objectives of this study were outlined as follows:

1. To gather available and current historical data on the internship (and similar) programs engaged in by doctoral

students at Rutgers and the other ten EPDA 552 institutions in the field of Vocational-Technical Education.

2. To summarize these data as to the variables found: initial agreement, type of internship, duration, experiences gained, responsibilities, financial arrangements, etc.

3. To evaluate the internship program as an integral part of the doctorate in Vocational-Technical Education at Rutgers.

4. To analyze and synthesize information derived from the study and develop a manual on internship. It was anticipated that this manual would include alternative strategies for implementation.

This final report consists of five sections:

Part I is a summary of the entire project, including conclusions and recommendations

Part II traces the development of the internship as a component of advanced degree programs in the United States

Part III is a detailed report of data gathered on-site at the eleven original EPDA 552 institutions

Part IV is an evaluative study of the internship at Rutgers University

Part V is a manual which includes suggestions for implementation and evaluation of an internship program

Each section of this final report is bound separately so that it may be distributed as a single document. For instance, it is anticipated that Parts III and V will be widely circulated.

Procedures

Introduction

Since final funding was somewhat delayed, it seemed advisable to divide the study into four discrete parts at least three of which could proceed concurrently. They were: (a) historical; (b) on-site visitations; (c) evaluation of the Rutgers program; and (d) preparation of the Internship Manual.

The responsibility for gathering and synthesizing the historical data was the primary responsibility of Florence Mintz, Research Assistant for the project. At the time Mrs. Mintz was a doctoral student in the department and this assignment, research assistant half-time for the entire academic year, constituted partial fulfillment of her internship. Since Mrs. Mintz had as her objective college teaching, this type of internship appeared most appropriate inasmuch as persons serving on college faculties are often very much involved in research projects.

The on-site visitations and development of the Internship Manual were the sole responsibility of Elaine W. House, Project Director. From the outset, it was determined that one

person should make all on-site visitations. It was felt that this procedure would provide data which would be more consistent and if a bias existed, at least the same bias would be in operation across institutions.

The in-depth evaluation of the Rutgers Internship Program was a team effort. Both Dr. House and Mrs. Mintz were actively involved.

Historical Review

The intent of this part of the project was to provide an historical review of the literature relating to the internship in diverse fields. A major emphasis was to be on the internship in education, vocational-technical education in particular, as related to the advanced degree.

The two primary objectives of this part of the project were: (a) to review the best thinking in the field; and (b) to provide an extensive bibliography-reference list which might prove useful to scholars in the field.

Although the internship, by extension, may be traced back to the pre-Biblical times, for the purposes of this project this historical association seemed most tenuous. It was decided to limit the historical review to the internship as implemented in various programs leading to the advanced degree in the United States.

The design of the study was to proceed from the general to the specific. Many resources--including ERIC, Dissertation

Abstracts, books and journals, articles, were utilized to obtain basic information. Material deemed pertinent to this project were summarized and synthesized, the intent being to provide an account more factual than critical in nature.

Historical data related to internship programs at the eleven EPDA 552 institutions was not, for the most part, available in the literature. Therefore, it was decided to seek this information as each of the institutions was visited.

On-Site Visitations

This was the field survey portion of the project. Its purpose was to arrive at a "state of the art" description of the internship as implemented in the eleven original EPDA 552 institutions. Included were a description of current practices in planning, implementing and evaluating the internship.

On-site visitations were made to all of the institutions between October, 1971 and February, 1972 (Table 1). Prior to making these visitations, each institution had been contacted to procure the most recent catalog describing the advanced degree program in vocational-technical education. Data gathered from catalogues were helpful but the primary reliance was placed on data gathered on-site, since such data were up-to-date and included material which can only be gathered in personal interviews.

Before making any on-site visitations, an Interview Schedule (see Appendix) was drawn up. This schedule was

TABLE 1

ON-SITE VISITATION SCHEDULE

ELEVEN ORIGINAL EPDA 552 INSTITUTIONS
OCTOBER, 1971 TO FEBRUARY, 1972

State	Institution	Date
California	UCLA	12-15-71
Colorado	Colorado State U.	1-19-72
Connecticut	U. of Connecticut	10-7-71
Georgia	U. of Georgia	10-28-71
Illinois	U. of Illinois	1-5-72[a]
Minnesota	U. of Minnesota	11-4-71
New Jersey	Rutgers	N/A
North Carolina	North Carolina State U.	12-8-71
Ohio	The Ohio State U.	11-3-71
Oklahoma	Oklahoma State U.	12-15-71
Oregon	Oregon State U.	2-9-72[b]

[a]Rescheduled from 11-22-71.

[b]Rescheduled from 12-9-71.

designed to gather data concerning:

1. The doctoral program in general: years in operation, size, curriculum etc.
2. Development of the internship program.
3. Goals of the internship and how they were established.
4. Implementation of the internship, including role of (a) cooperating agency, (b) university, and (c) intern.
5. Evaluation of the internship program, including long-range plans.

It was felt that each internship program must be studied in the context of the doctoral program as a whole. As previously stated, historical data concerning the internship were not elsewhere available, nor was information concerning goals and objectives, so questions concerning both were included in the Interview Schedule. Items related to implementation were generated from experience with the internship at Rutgers.

Evaluation of the Doctoral Internship at Rutgers

The primary objective of this phase of the project was to evaluate the internship as implemented at Rutgers University and to make recommendations for modification if indicated. An additional objective was to separate out evaluation of the performance of an individual intern during the internship from an overall evaluation of the internship as a concept. Although this secondary objective was not clearly defined in the original funding proposal it was felt that it should be

incorporated in the study. As it happened, results obtained in the on-site visitations underscored the importance of this distinction.

The evaluation consisted of:

1. An analysis of the files of each student who had completed the internship at Rutgers in an effort to determine if the objectives of the internship had been accomplished.
2. Expansion of the monthly luncheon-seminars at which students enrolled in the internship report orally to faculty and other students.
3. A feedback seminar in which persons from cooperating agencies were invited to present their views concerning the internship program.

Prior to the inception of this project, Charles C. Drawbaugh, Chairman of the Department of Vocational-Technical Education at Rutgers, had decided to publish as the first of a series of monographs entitled Education Information Series, a critique of the internship at Rutgers. The primary purpose of this monograph was to determine if the stated goals of the internship at Rutgers had been fulfilled.

The first draft of this monograph had been completed by Spring 1971 and analyzed the records of the first 55 interns at Rutgers. The study was updated to include all 81 students who had completed or enrolled in the internship through the

Fall 1971 semester. All data were gathered from the students' folder which includes: (a) educational and work history, (b) memorandum of understanding, and (c) log and/or final report of internship.

For the past few years, it has been a practice at Rutgers to hold a series of monthly luncheon-seminars concerned with the internship. Attendance at these luncheons is mandatory for students enrolled in the internship; faculty and other students are always welcome and interns are encouraged to invite their supervisor from the cooperating agency to at least one seminar. During the course of a semester, each intern is responsible for making an oral presentation, not to exceed 15 minutes, concerning his or her internship experience. (This time slot is rigorously adhered to!) During the time covered by this project detailed data were kept concerning attendance at these luncheon-seminars since this appeared pertinent to the project.

Provision was also made for feedback from the field. In April 1972 the luncheon-seminar was devoted to a feedback session in which three individuals who had supervised students who were fulfilling the internship in their agency were invited to come and speak about the internship as a general concept as well as to assess the internship as they had seen its on-going implementation in their particular institution. Each of the three participants had had at least two students

interning under him. One had provided internships for seven doctoral students and in addition had hired two of them. After the presentations, those present assembled into work groups where they reacted to a series of questions which had been previously prepared. This instrument may be found in Appendix A. One of the major questions had to do with the opinion of doctoral students at Rutgers concerning the type of evaluation which should be made of their performance as interns.

This was the first time that any formal feedback session had been held. Since by that time eighty-nine students had enrolled in the internship, and self-evaluation and on-going assessment of current practices are so important, both faculty and students of the department lent full support to the feedback session. It was also felt that this session would provide supporting data for the internship manual.

Preparation of the Internship Manual

Data collected from the historical review, the on-site visitations and the evaluation of the Rutgers internship program were analyzed and synthesized to formulate the guidelines for this monograph. Although all data contributed to its development, the greatest input was obtained from the on-site visitations and the in-depth evaluation of the doctoral internship at Rutgers.

The guidelines follow the outline suggested by the interview schedule and synthesize data gathered in the field as well as in-put received from the luncheon seminars, the feedback session and the Corman and Sakiey dissertations. It must be emphasized that at no time was the intent to merely describe the internship program as implemented at Rutgers.

Problems Encountered

The major problem encountered in the historical review portion of the study was to determine how much and how little to include. A good deal has been written about internships or similar field experiences in connection with advanced degree programs. It was difficult to determine which studies were central to the problem and which others, although interesting, were of little importance. The only other problem was the one frequently encountered in research of this type--knowing that a research study or journal article exists but being unable to locate the primary source.

The on-site visitations posed no insurmountable problems, although since the EPDA 552 directors are extremely busy, the visitations were difficult to schedule. At times it was necessary to reschedule a visitation but for the most part this portion of the project proceeded smoothly. During the interview itself the Interview Schedule proved a tremendous help. By means of this schedule it was possible to gather the

essential information in a time period often not exceeding two or three hours. In fact, in most cases time required to travel to the institution and back far exceeded time spent in interviewing. Although financially this is regrettable, it also was unavoidable since this study was not based in the geographical center of the United States.

Results

Historical Development

The development of the internship concept in programs leading to the advanced degree in education and other disciplines has been traced. Minimal attention was given in this part of the report to the development of the internship in the eleven EPDA institutions. Since most of the doctoral programs themselves were relatively new, and the internship had been a requirement for an even shorter period of time, there was very little in the literature to provide data for this portion of the project. Thus it was determined to handle the development of the internship at the EPDA 552 institutions in the discussion of on-site visitations.

Disciplines offering the internship which were covered are: the medical internship; the hospital administration internship; the internship in social work; the internship in public administration; the master of arts and five-year programs; the internship in educational administration; and the

internship in vocational-technical education. Typically, the medical internship lasts one calendar year and the intern spends a given period of time in each of the major services or departments of the hospital. The internship is not legally mandated in almost one-half of the states in order to enter medical practice.

The hospital administration internship is closely modeled on the medical internship, and dates from the mid-thirties. There are only 18 graduate degree programs in hospital administration which seems a small number considering the size of the United States. All but three require some form of internship.

Internships in social work evolved as a result of the "Great Depression" of the thirties. This internship is closely linked with masters rather than doctoral programs; in fact some sort of field experience is found in such baccalaureate degree programs as exist in the field. There is no specific format associated with these internships.

The internship in public administration also dates from the thirties and has been called one of the more stable and better organized of internship programs. It is found at all levels of government--local, state and federal. New York State has been in the forefront in pursuing active development and provision of internship experiences.

In the field of education, the internship is amorphous in character, definition and design. Programs of study incorporating an internship may be found at all levels of education from undergraduate to post-doctoral. Concern with urban problems and persistent demand for more relevant teaching methods have culminated in an adaptation of the internship concept. Most have been initiated by universities located in large metropolitan areas.

Normally the internship extends over a full academic year and maintains a ratio of about four days work off-campus to one day of formal study in a university setting. However, practices concerning the selection of interns, credit for the internship, course work/internship integration, placement of the internship in the academic program and supervision have remained, to differing degrees, undecided or unresolved for the internship in administration. Despite wide diversity in implementation, many studies attest to the fact that the internship has the potential to make a major contribution, particularly when the intern's previous experience in a certain field is limited or non-existent.

Intensive training programs to prepare administrators and educators in vocational-technical education have also featured the internship component. Spurred by both state and federal efforts to extend vocational-technical education, the newly formed leadership training programs adopted the internship

approach to facilitate the integration of theory and practice. Since the late sixties New York State, the University of Michigan, Colorado State, the University of Georgia and Rutgers have played leadership roles in adapting the internship concept to vocational education.

Formally structured graduate programs in vocational-technical education have endorsed and encouraged the internship concept. It has been felt that the internship in vocational-technical education can hold greater implication for encompassing the full range of educational activities, both inside and outside of the institutional setting, than the more narrowly conceived role of its predecessors. Only general guidelines have been generated thus far; nevertheless the status accorded the internship has generally been recognized as requiring a high level of competency, sophisticated kinds of experiences differing in degree of realism, responsibility for decision-making, and financial remuneration.

In summary, since the introduction of the internship in medicine during the late nineteenth century, other professions have tailored the concept to fit immediate and future training needs. Guidelines for the internship vary with profession or discipline; however, there was general agreement in the literature that the internship may be viewed as the most efficient and effective method to combine theory and practice while the student is developing competency in his chosen field.

On-Site Visitations

The detailed account of the findings from the on-site visitations may be found in Part III of this report. The most important findings and conclusions are outlined in the paragraphs which follow.

It was anticipated that the internship would vary considerably from institution to institution, particularly insofar as implementation of the concept is concerned. Such proved to be the case. Institutions varied in size, geographical location, proximity to the State Departments of Education, number of students enrolled in the doctoral program in Vocational-Technical Education, and school in which the program is housed. All of these factors potentially could affect the internship--particularly in its implementation.

Doctoral programs in the original EPDA 552 institutions shared several characteristics:

1. All programs are relatively new--the first was instituted in 1962 whereas others admitted their first students into this program as late as 1970.

2. In general, the total number of students enrolled in the doctoral program in Vocational-Technical Education was 50 or less with EPDA Fellows accounting for approximately 1/3 of the total. A notable exception was the enrollment at Rutgers where the total number of doctoral students was in excess of 125, thus making EPDA Fellows definitely in the minority. As

has been mentioned previously, exact enrollment data were difficult to obtain. A contributing factor may have been the fact that most of these institutions offer the advanced degree in the traditional service areas as well as a broad-based program leading to the advanced degree in Vocational-Technical Education. At Rutgers, all doctoral students in the department pursue a broad-based program.

3. In institutions offering only one advanced degree, the type of degree offered (i.e. the Ed.D. or Ph.D.) did not appear to be a factor in determining either the type or implementation of the internship. In the four institutions offering both the Ed.D. and the Ph.D., particularly where the Ph.D. is looked upon as a research degree and the Ed.D. as a practitioner's degree, there appeared to be a relationship between the type of internship and the degree program.

Evolution of the Internship Concept

At three institutions (Colorado State, Oregon State and Rutgers) the internship was part of a program prior to EPDA 552 funding. At the University of Georgia and UCLA the internship, in somewhat different form, has always been available as an option. At the remaining institutions the internship was a new component of the doctoral program. In fact, at the University of Minnesota the internship was still in the evolutionary process.

Almost all of the institutions had devoted time to planning the internship. Procedures used included: (a) advisory committees, (b) special EPDA 552 committees, and (c) planning grants from the state or federal governments. Most directors felt that careful prior planning was essential but not all produced evidence that such planning had taken place.

There was general agreement that the internship should be:

1. planned experience(s) supervised by a professional with recognized competencies in the field
2. new, practical work experience in an unfamiliar setting
3. transition from past employment to implementation of career goals

Experiences gained in the internship should be critically examined, analyzed and internalized. Emphasis was placed upon the fact that the student should perform the work assignment of a professional and that functions of worker and learner should be carefully combined. Generally speaking, the emphasis was placed upon the former.

Although the wording differed, all institutions had arrived at basically the same goals for the internship. And once arrived at, the goals have remained virtually unchanged.

Implementation

The most diversity was encountered in this aspect of the internship. A common theme stressed was the need for flexibility. Internship experiences should be made available to the extent and intensity that students can most profit from them. Pertinent findings concerning the implementation of the internship are outlined below:

1. At the time of the study, only two institutions (Rutgers and Oklahoma State) required the internship of all doctoral students. Although other institutions may follow suit, and some were planning to do so, the feeling was often expressed that this requirement is potentially discriminatory.

2. Each internship should be "tailor-made" to fit the individual student.

3. If the internship is not an on-going series of experiences, it most often falls near the middle of the student's program.

4. Each internship is generally a full-time experience served in a single cooperating agency.

5. There was no common practice found in giving course credit for the internship, much less allowing credit toward a residency requirement (if such a requirement existed).

6. Financial remuneration varied from absolutely nothing to a fairly substantial stipend/salary. In institutions having a policy of disallowing stipends, this policy applied only to

EPDA fellows; it was expected that non-EPDA doctoral students would receive a remuneration.

7. In institutions where memorandums of understanding were common practice (about two-thirds), they tended to include the same provisions--i.e. duties of the cooperating agency, duties of the intern, responsibility of the educational institution, title assigned to the intern, starting and ending dates and work hours, and financial remuneration.

8. The role of the adviser in implementing the internship was ill-defined. This was due to several factors: (a) in some institutions an internship coordinator had been appointed and assumed the major role in negotiating and monitoring the internship for all students; (b) some EPDA 552 project directors played the major role; (c) often it is a joint responsibility shared by an internship coordinator, the adviser and even a doctoral committee.

9. In terms of time and money, the internship is costly to negotiate and monitor.

10. Assessment of student progress was carried on by means of seminars which varied in frequency. Logs or journals were a common practice but on the whole few institutions had devised a means for systematically evaluating student progress.

11. Cooperating agencies had been willing to accept the internship concept with few if any reservations.

12. For the most part there was no planned relationship between the internship and the dissertation. However, students often identify a dissertation problem while pursuing the internship. In such cases cooperating agencies have provided access to data collection either during or after the internship.

Evaluation

At the time of this study 248 students had served or were enrolled in the internship. Except for Rutgers, EPDA Fellows constituted the bulk of the enrollment and most students were males.

Except in the case of Rutgers where an in-depth evaluation of the internship is part of the current project, few if any plans had been formulated to evaluate the internship. In addition, the following must be noted:

1. At least two institutions (Oregon State and Colorado State) had devised a format to evaluate the progress of the individual intern.

2. There was a general lack of intent to make a long-range study of the internship program.

3. There was sharp disagreement concerning the role of the supervisor in the cooperating agency in the evaluation of an individual student.

Summary

The internship concept as implemented in the eleven original EPDA 552 institutions varied as the institutions themselves differed. Yet there were aspects on which consensus was found. These included the goals or objectives of the internship, whether institutionalized in writing or available merely in a verbal context. The need for insuring flexibility was repeatedly stressed, as well as the need to provide distinctly different experiences for each individual student. This was true whether the internship was required of all students or only EPDA Fellows.

The internship tended to be a full-time experience served in a single cooperating agency; if multiple internships were provided each was a separately negotiated full-time experience. There was such diversity in the types of cooperating agencies that it may be said that any agency connected with the educational process could be considered an appropriate internship site for a student if that agency was willing to provide experiences suited to the student's needs. Evaluation of the intern's experiences was primarily conducted through seminars, logs, and final written reports (although procedures for evaluation of the internship program were generally lacking).

There was little or no uniformity found in certain aspects of the internship. These include such matters as: whether credit should be given, and if so counted toward a

residency requirement; financial remuneration; role of the student in negotiating the internship; role of the adviser; and pre-internship orientation and/or experiences.

The general impression was that the internship should be maintained as a component of the doctoral program in vocational-technical education even though programs such as the EPDA 552 projects may cease to be supported on the federal level. Directors at all institutions agreed that the internship was a viable concept--one that should be strongly encouraged, if not required of all students--although little data had been gathered to undergird this position.

Evaluation of the Internship at Rutgers University

The internship has been a required component of the doctoral program at Rutgers since its inception in 1966. As of Fall 1971, approximately 140 students had enrolled in the program and 81 had completed or were currently pursuing an internship. It was felt that the time had come to step back and look at the internship--particularly to ask if the internship was fulfilling its stated objectives.

Briefly summarized, the objectives of the internship at Rutgers are:

1. to afford the intern the opportunity to put theory learned in his area of specialization (administration, research or college teaching) into practice;

2. to require the intern to function in a milieu somewhat unfamiliar to him--one which requires the use of those skills normally associated with his chosen career;
3. to serve as a realistic transition from past employment to future positions; and
4. to allow the intern to serve simultaneously as professional employee, observer and student.

The Monograph

Analysis of department records led to a monograph, Internship, Leadership, and the Advanced Degree in Vocational-Technical Education at Rutgers University, which is reproduced in full in Part IV of this report.

Included in this monograph are: a brief overview of the doctoral program in vocational-technical education at Rutgers; purposes of the internship; and an analysis of the extent to which the purposes had been achieved.

Based on data obtained, it was concluded that the internship had, to a great extent, fulfilled its various objectives. It was related to the field of specialization (administration, college teaching or research); the work setting was relatively, if not completely, unfamiliar; and the intern functioned as professional, observer and student. No assessment could be made concerning the internship as a vehicle for realistic transition from past to future employment, since so few students (ten) had graduated from the program.

To be more specific, it was found that:

1. Students had served as interns in 46 different cooperating agencies in eight (8) states.
2. Students specializing in administration and research pursued internships closely related to these areas. The relationship was less clear in the college teaching option.
3. Fourteen (14) students served the internship at their place of current employment. In some cases, the records clearly indicate that a completely different job had been developed for the intern.
4. The department has received more requests for interns than it has been able to fill.

Further, additional research is needed. Both students and supervisors in the cooperating agencies should be closely examined to determine their views concerning the objectives of the internship program and the extent to which these objectives have been fulfilled or should be modified.

Luncheon-Seminars

Attendance at the monthly luncheon-seminars was extremely good. Eight seminars were held during the 1971-72 school year and a total of 337 persons attended. Attendance was mandatory only for those enrolled in the internship--a total of 33 during the year--and they accounted for 132 of those present. Thus more than half, which included other students, faculty, administrators and guests, attended voluntarily.

These seminars provided an opportunity to hear about the interns' activities and fostered faculty-student interaction. An unexpected outcome was the realization that many of the students could not communicate well in a 15-minute oral presentation. The faculty is considering means to deal with this problem.

Feedback Session

Greatest attendance during the spring was at the feedback session. The three speakers, all of whom had served as supervisors of at least two interns, were most favorable to the internship, felt that it should be maintained, and were willing to have more interns (if funding for stipends could be arranged).

Major recommendations resulting from the small-group discussions were:

1. Evaluation should not be uniform for all interns; logs and summary reports should be required.
2. There should be a pre-internship orientation--perhaps even a series of meetings.
3. One-third of those present felt that the internship should last longer than one semester.

It should be noted that two doctoral dissertations have evolved from this aspect of the project. Corman is evaluating the internship from the student's vantage point and Sakiey is focusing on the supervisor in the cooperating agency. Both studies should be available in mid-1973.

Internship Manual

This manual is presented as Part V of this report. It represents a synthesis of data gathered over the past year and incorporates many of the recommendations which follow.

Recommendations

For the doctoral internship in vocational-technical education:

1. The internship is a viable concept and should be maintained by all participating institutions after EPDA 552 projects have terminated--either as a required or strongly advocated component of the doctoral program.
2. Goals should be arrived at through group process, preferably including administrators, department faculty, students and outside persons--i.e., State Department, other disciplines, industry, labor, etc.
3. Goals and/or objectives should be stated in performance or behavioral terms and formalized in writing.
4. Every effort must be made to preserve the flexibility in the implementation of internship programs found in this study. The fact that each individual internship was "tailor-made" for the student involved

generated more enthusiasm and support from all persons contacted in this study than any other single feature.

5. Adequate time must be allowed for planning and negotiating each internship, regardless of who initiates, finalizes or monitors the intern. It is at this stage that the cooperating agency, through its representative(s), must fully understand and support the purpose of the internship and their role in its achievement.
6. Provision must be made to periodically insure that experiences gained in the internship should be critically examined, analyzed and internalized. Implementation of this recommendation can, and probably should, vary from institution to institution, from student to student.
7. Each institution should make definite provisions to evaluate the internship as a component of the doctoral program as well as the progress of the individual intern.
8. Closer attention should be paid to the question of Workmen's Compensation coverage while on the internship. This is particularly important in the case of "part-time" students not covered by a Student Health fee.

9. The role of the supervisor in the cooperating agency should be clearly defined. Again, this may vary across institutions and among individuals.

For further research:

1. There is need for a full-scale longitudinal study of doctoral students in vocational-technical education. One feature of this study should be a comparison of the professional achievements and contributions of students who have served as internship and those who have not. Related questions might include:
   (a) Is there a relationship between career goals and the internship? (For instance, does it help aspiring administrators more than aspiring researchers?)
   (b) Can personality and experiential characteristics be identified which indicate that an internship would be of minimal value in attaining career goals?
2. There is a need to determine the minimal and optimal number of internships advisable and their duration.
3. The nature and value of pre-internship experiences ("mini-internships") should be examined.
4. The cost of implementing the internship should be studied, probably on an inter-disciplinary basis, using cost-benefit analysis techniques.

5. If EPDA 552 resources are limited in the future, consideration should be given to funding the stipend for one or a series of internships for all students pursuing the doctorate in vocational-technical education as an alternative to a 2 or 3-year "package" (i.e., dependents' allowance, tuition, fees, etc.).

Summary

In other disciplines the value of an internship or some sort of field experience has been well documented. Such experiences, which serve to enhance and/or complement course work have been a requirement of programs leading to the advanced degree in medicine, hospital administration, social work, to name a few. However, the internship in vocational (or vocational-technical) education is comparatively recent and has not gained universal acceptance as a requirement for the advanced degree.

At the time of this study, there was no indication that all eleven EPDA 552 institutions were planning to adopt such a requirement. The primary reason expressed for not making the internship mandatory was the possibility that it could prove a discriminatory feature of an advanced degree program.

On the whole, all directors of the original EPDA 552 programs supported the internship as a concept but surprisingly

few were willing to support its adoption as a requirement for the advanced degree, whether credit were given or not.

Although often couched in different terms, the goals and/or objectives of the internship were basically the same across all institutions. In implementation, internship practices varied widely. This may have been a function of organizational pattern, size, geographical location of the institution, experience with the internship etc. Yet, certain commonalities were found. These included the methods to arrive at goals (whether stated in writing or expressed verbally), performance expected of interns, and the types of cooperating agencies. So far as the in-depth evaluation of the internship at Rutgers is concerned, the internship as implemented would receive a qualified approval. Based upon the House monograph, the luncheon-seminars and the feedback session, it may be said that, although the internship is totally supported in concept, and the objectives as spelled out are generally fulfilled, there are still aspects (i.e., relationship to career goals) which require further study.

Additional studies related to the internship and the advanced degree in vocational-technical education are recommended. These include a longitudinal study of students (EPDA and non-EPDA) who have completed the advanced degree, comparing and contrasting the various attainments of those graduates who have and have not fulfilled an internship

requirement. It is further recommended that an attempt be made to analyze the cost of mounting an internship program in relationship to the benefits accrued.

APPENDIX

INSTRUMENTS USED

INTERVIEW SCHEDULE

INSTITUTIONAL BACKGROUND

I. Doctoral program, per se (get description)

II. Internship: -- How and when did the internship concept evolve?

a. As an EPDA condition?

b. As part of a prior program?

c. Did it involve careful, prior planning? If so, what?

d. Do you use a pre-internship experience? If so, what?

A. Goals

1. What are the goals?

a. As stated in catalogue or written. (Secure copy, if possible.)

b. As stated in interview.

2. How were stated goals arrived at?

a. On-site input, i.e. from faculty, students, community, State Department, etc.

b. Outside input - other institutions, disciplines, etc.

3. Have goals remained the same since internship started?

B. Implementation:

1. Ongoing - or at a certain time in program?

2. For all students or just EPDA?

3. Are all internships the same?

4. Are they served in one, or a variety of settings?

5. Is credit given?

   a. If so, how much?

   b. Can credit be used to partially meet residency?

6. Stipend/salary and benefits

   a. Is it assumed that a stipend will be paid?

   b. If so, what is average stipend?

   c. Any other benefits? Workmen's Compensation?

7. Is a formal Memorandum of Understanding drawn up?

   a. If so, what are salient features?

   b. Who draws up memorandum?

   c. Is there a common format? (Secure a copy.)

8. Role of the adviser

   a. Initiate internship or merely approve?

   b. On-site visitation(s) to monitor? How frequent?

   c. Amount of time required to monitor, negotiate, etc.

   d. Assessment of student progress

   e. Cost - if any - to institution (travel, faculty load, etc.)

9. Role of cooperating agency

   a. As employer

   b. Willingness to provide meaningful experiences

   c. Willingness to accept internship concept

   d. Willingness to provide data - during or post-internship for papers and dissertations

10. Role of others

   a. Is there a coordinator of internships?

   b. If State Department of Education involved? If so, how?

C. Evaluation

1. How many students, including those presently, have served internship?

2. Have any evaluative studies been made, i.e. to relate goals to outcomes?

   a. Results?

   b. Copies available?

3. What are long range plans for evaluation?

4. Requirements on part of interns: daily log, paper, etc.

III. Demographic Data

A. How many interns have you turned out?

_____ Male _____ Female _____ Total

B. How many different cooperating agencies have you utilized in your intern program?

_____ Total _____

_____

_____

C. How many faculty have you used in monitoring interns?

_____

D. What is the mean age of your interns? _____

YOUR SUGGESTIONS FOR POLICIES GOVERNING INTERNSHIP PROGRAMS

1. Agreements concerning the intern and his program should exist between (check all those which should sign agreement):

___cooperating institution supervisor ___university monitor
___intern ___cooperating institution
___other (please specify)_____

2. Application for internship: The initial contact should be made by:

___administration only ___intern only
___faculty adviser ___faculty adviser and intern
___other (please specify)_____

3. Supervision of the internship experiences: (check your suggestions)

Person	Yes	No	Freq.	Infreq.
university monitor	___	___	____	_____
cooperating institution supervisor	___	___	____	_____
other (who?)_____	___	___	____	_____

4. Should an orientation program be required prior to assignment?
_____Yes _____No

If yes, what activities should be included in the orientation?

5. What requirements should the university hold the intern responsible for during the assignment?

___log. daily___, weekly___, final___, none___
___case study
___final written report
___course work
___seminars. weekly___, monthly___, other___, none___
___private consultations. weekly___, monthly___, other___, none___
___oral reports

6. Do you think the length of the internship period is long enough to accomplish its objectives? ___Yes ___No

If no, how long should it be?_____

7. Should we adopt a uniform method of evaluating the internship?

_____Yes _____No

If yes, do you prefer any of those included in the packet?

	Oregon	Colorado	Neither
Intern's evaluation form	_____	_____	_____
Supervisor's evaluation form	_____	_____	_____

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AN IN-DEPTH STUDY OF THE INTERNSHIP CONCEPT AS PART OF THE DOCTORAL PROGRAM IN VOCATIONAL-TECHNICAL EDUCATION

The Development of the Internship: An Historical Perspective

Part II

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PART II

THE DEVELOPMENT OF THE INTERNSHIP: AN HISTORICAL PERSPECTIVE

Introduction

This monograph forms the second part of the project entitled In-Depth Study: The Internship Concept as a Part of the Doctoral Program in Vocational-Technical Education. The purpose of this project was to: (a) provide an historical background of the internship concept in education and other professions; (b) examine the internship as implemented in the eleven (11) original EPDA 552 institutions funded under the 1968 Amendments of the Vocational Education Act of 1963; and (c) conduct an in-depth evaluation of the internship at Rutgers-The State University of New Jersey.

The major portion of this section of the report was written by Florence Mintz, Research Assistant for the project. Elaine W. House, Project Director, suggested the format and edited the manuscript.

The Internship in Other Professions

The Medical Internship

Historically, the medical internship has set the general pattern and tone for all internship programs although its own

reception and role have been less than universal or smooth. A product of the late nineteenth century, medical internship was introduced into the United States by medical students returning from Europe. However, only two or three students out of every hundred finishing medical school at the turn of the century completed a hospital "internship" or "residency" (Davies, 1962). Flexner's (1910) definitive work on medical education proposed the strengthening of the profession through an approach that would give the neophyte doctor practical training under the watchful eye of an experienced practitioner. In 1914, the Council on Medical Education noted the need for establishing standards for hospitals offering the internship and, as consequence, began the publication of yearly lists of hospitals approved for intern training. Another publication of that body Essentials of an Approved Internship (1952) is designed to serve as a guide in setting up internship programs.

Although it is legally impossible to enter medical practice in the United States without completing medical school, no similar legal requirement demands additional field training in almost one-half of the states. Despite the lack of legal impetus, however, the internship in medicine today is both commonly accepted and frequently followed by a more intensive period of training in the form of a medical residency. Standards for the intern-residency training programs are established by the practicing profession through

the American Medical Association; and to have any chance for success, Nelson (1965) comments, approval of the hospital is requisite.

Over the years the cause of the medical internship has been championed, and efforts to make the medical internship a meaningful educational experience have continued unabated. Davies (1962) reports that the best programs assign a specified time for lectures and discussions as well as for pathological, radiological, and physiological conferences. As the internship proceeds, evaluation of the intern's work, knowledge of medicine, his handling of patients, are assessed by the chief of service of the department in which the intern is training. Typically of twelve months duration, the internship experience may be encompassed in a straight, mixed, or rotating program, the last of these being a given period of time in each of the major services or departments of the hospital.

The Hospital Administration Internship

Rex's (1961) study to develop a theoretical construct for the internship pointed out that the internship as a means of training had been proposed in all of the established professions, but its acceptance and use have been "transitory." Formal programs in hospital administration incorporating features which closely parallel the medical internship have

dated from the mid-thirties when the first graduate program was instituted at the University of Chicago. As a rule, similar hospital administration programs insist on one full academic year spent on campus and one full year of internship in an approved hospital under the supervision of the hospital administrator of "preceptor."

According to Long (1970), emulation of a field so closely allied as medicine is, can only be deemed a natural outcome; nevertheless, he concedes that the development of the internship in hospital administration was not without attendant difficulties. Collective endeavor by professional organizations such as the American College of Hospital Administrations and the university programs themselves have produced a set of standards that lend substantive support to the internship. Moreover, Long's (1970) reference to the Dorais (1964) study indicates that the value of the hospital administration internship has gained considerable stature since the 1954 Olson Report. Currently all but three of the eighteen graduate degree programs in hospital administration require some form of internship and generally are at the master's degree level.

The Internship in Social Work

Internships in social work began to appear in the late 1930's as a result of the expanded welfare services in the

wake of the "great depression." Basically predicated on the same rationale as the medical internship, namely, to grant the student an opportunity to gain "real" experience and to learn through practice, the internship in social work does differ in several fundamental respects. Normally, the internship extends for a period of from twelve to fourteen months and is part of the academic preparation. No specific format is associated with the internship since the sponsoring universities have no uniformity of program and the variety of public and private social agencies used furnish disparate kinds of internship possibilities. Although the internship is commonly linked with master's degree programs in social work (Long, 1970; McGrew, 1966), inspection of some undergraduate bulletins discloses a modified version in operation at the paraprofessional preparatory level.

The Internship in Public Administration

The desire to improve the quality of public service administrators fostered the growth of internship programs in public administration during the mid 1930's. American University in Washington, D.C. is generally credited with organizing the first public service internship in 1934. Shortly after the establishment of American University's National Institute of Public Affairs, the Federal Government also initiated an internship program for federal employees.

Development of both these programs has resulted in expansion of the public administration internship at all levels of government--local, state, and federal. New York State is cited as being in the forefront of governmental units that have pursued active development and provision of internship opportunities (Davies, 1962). While the government agency-sponsored internship is usually for a full year, the university-sponsored programs vary from a six-month to a full year requirement. Rex's (1961) assessment of the internship in public administration notes that it is one of the more stable and better organized of the internship programs.

The Internship in Other Career Areas

Legal aid clinics have been utilized as a vehicle for providing law students with appropriate internship experiences. Eschbacher (1965) cites the Duke University Law School as a recognized leader in this field. In like manner Rutgers University pioneered the Labor Intern Program in an effort to attract mature, experienced trade union leaders who could be expected to return to positions of responsibility within their respective unions. Similar intern programs--International Cooperation Administration and International Cooperation of Free Trade Unions--have also contributed to the concept (Kerrison and Levine, 1960).

Among the various professions and career areas that have required or are currently requiring an internship period in the educational training of practitioners, Olson (1970) enumerates those in nursing and the ministry. An assessment of the post-masters internship in Biomedical Librarianship (Pings and Cruzat, 1970) reveals that Wayne State University had originally designed its program in 1967 to allow students the option of formal course work as well as requiring them to participate in supervised work experience, professional development, and individual study. A recent experiment by the City of New York and the College Work-Study Program of the Office of Education involving approximately 1100 students from some fifty colleges and universities in urban agencies during the summer is chronicled by Nash and Nixon (1967). Additionally, government career services other than those engaged strictly in public administration have accepted the legitimacy of internship as a training technique. Two reports (Pound and Slack, 1967; Babcock, 1969) discuss certain aspects of the NASA and Department of the Army Management Intern Programs, respectively.

The Internship in Education

The Master of Arts and 5 Year Programs

Unquestionably the scion of medical internship, educational internship is, unlike its parent, amorphous in

character, definition and design. According to Gardner (1968) the roots of the teaching internship reach back into the nineteenth century. Placing the development of internships in teacher education into historical perspective, he concludes that it may be divided into three eras: 1900-1930, 1930-1940, and 1940-1967. Brown University in Rhode Island is credited with founding the first recognized internship although student teaching has been referred to as a well established practice in the 1860's. Based on the tenets formulated by the National Society of College Teachers, the Brown University program is also credited with the creation of the basic design for most current five year internship programs in secondary education.

One of the earlier attempts to furnish the prospective teacher with additional clinical experience in a five-year program began in 1919 at the University of Cincinnati. Despite the difficulties encountered, differing versions of the five-year program did develop over the following decades. Principal variations noted consist in the manner of integrating the sequence of academic instruction with the internship experience and the level of degree obtained as a result of the program (Shea, 1968).

The Master of Arts in Teaching (M.A.T.) is generally conceded to have been initiated by Harvard University in 1936 under the aegis of James M. Conant, then president of

the University. However, there is some evidence in the literature that the schema had already been proposed (Cartwright, 1961; Shea, 1968). In fact, Teachers College of Columbia University claims to have instituted a graduate teacher education program for liberal arts majors in the 1920's. Fundamentally, most M.A.T. programs require four years of liberal arts studies with a strong academic major. The fifth year consists of professional courses or seminars, academic specialization at the graduate level, and an internship (Gardner, 1968).

Other graduate internship program arrangements extend the professional laboratory experience for the teacher candidate. Their design is primarily intended to afford the student an opportunity to assume greater responsibility than was possible during the student teaching experience. Interns are usually placed in local schools for one semester of a full academic year and receive a salary proportionate to that of a beginning teacher. Teaching loads vary from one-half to four-fifths the full-time load (Gardner, 1968; Shea, 1968; Stone and Robinson, 1965).

A number of internship programs in teacher education have been established at the undergraduate level. Corman and Olmstead's (1964) description of the former five-year Michigan State Student-Teacher Education Project (STEP) emphasized that the essential distinction of this program

lay in the fact that the internship was embedded within the five-year program. As with the internship programs at the graduate level, variations of the undergraduate five-year plan have also developed. Normally, the baccalaureate degree and certification are awarded upon completion of the sequence.

Studies of the extent of internship programs in teaching have been completed by Dyer (1968) and the Association for Student Teaching (Schloerke and Czajkowski, 1968). Results of the Dyer study, which surveyed the schools accredited by the North Central Association, indicated that fifteen per cent of the respondents provided internship programs. Review of the response to the Association survey showed that a majority of the fifty-one institutions operating internship programs were in state supported institutions and were post-baccalaureate or fifth-year programs.

Faculty and Advanced Degree Internships

Interest in faculty internships on the college level has assumed added dimensions within recent years. Brown University, in the mid 1950's, initiated an internship for candidates who held the Ph.D. but had no previous experience (Goodman, 1965). Eight colleges established college faculty internship programs in 1953 at the invitation and expense of the Fund for the Advancement of Education (Birkholz, 1969). During the summer session of 1960 and for several summers thereafter, the City

College of New York conducted a college teaching internship with the assistance of a Carnegie grant. For the most part the program dealt with correct techniques of class visitation and supervision and with the procedures and methods of supervisory conferences (Middlebrook, 1961). In 1959 the State University of New York acceded to a request by the Maritime College to establish a pilot project in intern instructorships for beginning college teachers. As originally conceived, the program was designed for graduate students working toward the Ph.D. who had no previous college teaching experience but who intended to make a career of college teaching (Goodman, 1965).

Staffing the rapidly growing community colleges has posed many problems, not the least of these being the recruitment of faculty equipped to meet the challenges of a student body with diverse needs, orientations, and academic skills. Several institutions have addressed themselves to providing viable solutions through the internship with the assistance of grants from the Ford and W. K. Kellogg Foundations. Notable among these have been the joint endeavor between the University of Southern Illinois and the Junior College District of St. Louis and St. Louis County, a Ford Project Internship Program and the cooperative effort between the University of California at Berkeley and the San Francisco Bay Area Junior Colleges. Interns in the University of

Southern Illinois program spend one semester working with experienced faculty in the specialty and teach a partial load. Additionally, the intern receives field assignments in industry, business, and professional areas to gain a better understanding of job needs and requirements (Birkholz, 1969; Miller, 1970).

Concern with urban problems and persistent demands for more relevant teaching methods have culminated in adaptations of the internship concept. Temple University (1970) has reported on a program calculated to prepare teacher-trainers in order to create conditions in inner-city schools that will enable children to learn. Major emphasis has been focused on the internship and community involvement. Stated objectives include the recruitment of young educational leaders, especially those from "minority groups," to serve in curriculum and instructional roles in teacher education.

The brief experience with the professor internship in educational administration originated in 1951 through the efforts of the Cooperative Program in Educational Administration, Middle Atlantic Region (CPEA-MAR) with the financial support of the W. K. Kellogg Foundation. As described by Davies (1962), the impetus for experimentation with the professor internship developed from a follow-up study of doctoral graduates of Teachers College, Columbia University who had majored in general administration of school systems

from 1935 to 1945. It was determined at that time that approximately one-half the graduates went into professorships rather than the administrative positions for which they had been prepared. Since no apparent effort was being made to differentiate between preparation programs for the professor or for the administrator, the internship was devised as a means of providing realistic practice for the former. Selection and preparation procedures undertook to identify capable persons, to develop teaching and other competencies, and to provide "on-the-job training." Unfortunately, the professor internship in educational administration did not receive widespread acceptance, and it is not known whether any such programs are presently in existence.

Internship in Administration

Generally speaking, implementation of the internship approach in educational administration belongs almost completely to the latter half of the twentieth century. Unlike the precedent set for the teaching internship by student teaching programs, Wheaton's (1950) study revealed that only two universities had instituted an internship program prior to 1947. Long (1970), however, comments editorially that the question of who initiated the first internship program in educational administration remains in doubt primarily because the profession had trouble defining the work "internship." Although some evidence exists in the literature that

other institutions had availed themselves of the practice of placing interns in administrative posts, most accounts usually credit the University of Chicago with originating the first internship program in educational administration in 1933, the same year it inaugurated an internship program in hospital administration.

Despite temporary setbacks, acceptance of the internship has gained momentum as a vehicle for providing a "hands on" experience. As more students pursue graduate study early in their career, the need for experience in the field has become more evident; hence the internship has assumed another dimension. This, in turn, has prompted evaluation of the role of the internship as a means for developing selected competencies. Miller's (1970) study of this problem in adult education has concluded that the internship experience has the potential to make a major contribution particularly when the adult educator has no or limited previous experience. The study recommended that the internship be provided as a regular feature of any university program offering a graduate degree in adult education and that internship follow-up be conducted to strengthen present and future programs.

According to Davies (1962), the first annual meeting of the National Conference of Professors of Educational Administration (NCPEA) in the summer of 1947 at Endicott, New York gave substantial encouragement to the spread of the

internship concept. Discussion of the University of Chicago and University of Omaha experiences with internships gave rise to the formation of "interest groups" with the result that five universities adopted the approach during the 1947-1948 academic year. Another stimulus for the expansion of internship programs came with the founding of the Cooperative Program in Educational Administration (CPEA) in 1950, financed by a $7,000,000 grant from the W. K. Kellogg Foundation. Eight university centers administered a nation-wide program to improve programs for selecting and preparing school administrators as well as the continued in-service development of practitioners.

With the appearance of Newell's (1952) manual on how to establish and conduct internship programs in educational administration, the extent of growth in internship programs became evident in the literature. In 1958,the CPEA-MAR Center at Columbia College published an in-depth study and evaluation of the developmental efforts of the "internship experiment" entitled An Appraisal of the Internship in Educational Administration (Hooker, 1958). Among the areas scrutinized by the eight member institutions were the effects of the internship on the intern, the cooperating university, and the sponsoring field agency and administrator. Results of the study demonstrated that the interns involved had had considerable success in advancing into administrative positions and were,

on the average, receiving a higher median salary at the conclusion of the internship. Despite the termination of the Middle Atlantic Region internship in 1958, individually or jointly-sponsored college and university administrative internship programs have continued to be maintained.

Interest in the administrative internship has generated a number of studies and articles in the professional literature. The University of Pittsburgh (1969) has recorded the progress made toward the improvement of the administrative internship program in an attempt to keep pace with the educational scene. One of the particular concerns was the expansion of the program to meet the demands of urban crises by extending internship opportunities to include urban centers. Recent inquiries by Eschbacher (1965) and McGrew (1966) have concluded that an increasing number of colleges and universities are contemplating the use of the internship in their administrative programs. Olson's (1970) status study of the fifty-three member institutions of the UCEA (University Council for Educational Administration) has determined that 45 offered the internship opportunity and that all planned to include the internship within five years. Reports on the ACE (American Council on Education) Internship Program have concentrated on the evaluation and selection procedures for Fellows, background characteristics of interns, evaluations at home institutions, and post-internship

follow-up (Creager, 1971b). Interns were practically unanimous in lauding the professional value of the experience while the host institution expressed general satisfaction and approval of the program (Creager, 1971a). Results of a Career Status Follow-Up disclosed a high intrinsic correlation between the selection and participation in the program as a Fellow and the early attainment of an administrative post (Creager, 1971b). In his assessment of changes in perceptions occasioned by interns' participation in an administrative internship at the University of Texas, Austin, Long (1970) not only found that the internship met or exceeded interns expectations but that interns' dissatisfactions were in areas that could be controlled by the sponsoring university.

Guidelines for the administrative internship vary with each of the sponsoring institutions, however, most programs have hewed to the general precepts established by Newell (1952). Ramseyer (1963) has cited some normative assumptions that can be made relative to the internship: (1) the internship extends over a full academic year and (2) it maintains a ratio of about four days work off-campus to one day of formal study in a university setting. Eschbacher's (1965) findings have revealed that most authorities in the field of higher education would select an intern for field experience after the master's degree but before the doctoral degree had

been conferred. Moreover, they have that the intern should receive adequate remuneration for his services. It may be of interest to note, however, that McGrew (1966) has determined that practices concerning the selection of interns, credit for the internship, course/work internship integration, placement of the internship in the academic program and supervision have remained, to differing degrees, undecided or unresolved for the internship in general.

Internship in Educational Research and Related Areas

In retrospect, the internship in educational research has not appeared to have achieved the status in the professional literature as either the internship in teaching or in educational administration. Nevertheless, there is evidence that the internship has been utilized to contribute to research training programs at all levels of educational attainment. The shortage of trained personnel has, in some instances, provided the impetus for establishing a research internship. In at least one case, the avowed purpose of the program was to gain meaningful assistance from the research interns in furthering the research and development activities within the department sponsoring the internship (Michigan State Department of Education, 1970).

Selection and training procedures in individual programs have followed the general pattern set by the other educational internship programs. Interns have combined practical work experience in a variety of research areas under the supervision of qualified researchers and/or consultants with their academic studies at the graduate or post-doctoral level. Practices relative to the remuneration of the intern and the length of the internship have not been standardized; however, the academic year has usually been the basis for the determination of length.

Recent evaluations of experimental programs employing the internship approach have tended to assess the results in positive fashion. However, Stecklein's (1967) summary of the post-doctoral internship in research has revealed a need for closer articulation between the host and home institution. Intern and mentor response has shown that more consideration must be paid to the allocation of supervisory time if the internship is to be of value. Similarly, the University of Illinois' experiment with the internship in dissemination (Simmons, 1970) has recommended that interns have a better chance for success in programs where the host institution has adequate staff to allow the supervisor to spend the needed time with the intern. Thus, the lack of structure in the internship experience is viewed as an administrative problem and not as endemic to the internship concept.

The Internship in Vocational-Technical Education

The New York State Program

Intensive training programs to prepare administrators and educators in vocational-technical education have also featured the internship component. Spurred by both state and federal efforts to extend vocational-technical education, the newly formed leadership training programs adopted the internship approach to facilitate the integration of theory and practice. One such early attempt conducted by the State of New York is recounted by Law (1967). Selection of the "instant administrators" who participated in the Vocational-Education Leadership Graduate Program (VELGP) was made on the basis of certification and experience. Training consisted of three phases: campus instruction, field visitations, and the internship. Intern administrators were instrumental in organizing new area programs of vocational education in sections of the state that had not previously been served.

Programs of Other Institutions and Agencies

Other projects concerned with the development of persons for leadership positions have also concentrated on the internship phase. In their study of the first University of Michigan Leadership Development Project in Vocational-Technical Education, Wenrich and Hodges (1966) have noted

that both the control and experimental groups participated in a one-year internship. The internship program was designed to provide them with directed experiences and interns were involved in numerous activities of an administrative and supervisory nature. A tentative evaluation of the project disclosed that most participants gave an unqualified recommendation to the internship. In like manner, the internship phase of the University of Georgia's Vocational Education Leadership Training Program (Racster and Tolbert, 1969) was accorded general approval by the participants in the 20 month program. Evaluation of the program's accomplishments determined that interns were better able to handle leadership positions and that their training endowed them with the understandings, skills, and knowledges necessary for planning and operating programs of vocational education.

Short-term internships have also been employed to furnish beginning vocational teachers with a first-hand knowledge of industry-related occupational experiences. Stitt (1970) has indicated that programs of this nature should coordinate state supervision activities, industry participation, and teacher education more effectively. Additionally, participants have reported a higher degree of confidence in their level of competency than the average of non-participants.

Formally structured graduate programs in vocational-technical education have endorsed and encouraged the internship concept. Although approaches and guidelines may differ with the individual institution, the same general outcomes or benefits have been anticipated. Broadly defined, the internship in vocational-technical education is expected to involve all facets of the program and all vocational services (Shoemaker, 1966). As a consequence, it has been felt that the internship in vocational-technical education can hold greater implications for encompassing the full range of educational activities, both inside and outside of the institutional setting, than the more narrowly conceived role of its predecessors.

The rationale for including the internship in advanced degree programs of vocational-technical education has transcended the purely utilitarian aspect. It has also been seen as a viable means to expand the liberal education of vocational and technical educators. Schaefer (1966), in proposing the internship for advanced degree candidates (Doctorate of Education) majoring in vocational-technical education at Rutgers University commented:

> . . . advanced degree candidates at any level of teacher education need to study a number of things that a person seeking only competency in subject matter such as engineering need not study. These are of course, matters related to pedagogy. A number of vocational and technical advanced degree programs at teacher education institutions are now

> busy offering instruction in pedagogy. However, their approach is largely of a formal type and not intrinsically connected with the problems that the advanced degree seeker will actually face once he is either teaching college courses or administrating at the local, state or national level. . . . These experiences (the internship) would be used for both broadening and focusing the horizons of the candidates. (p. 6,7)

With the spread of the internship concept at the advanced degree level in vocational-technical education, other inherent values have been identified. Participants in the Colorado State University internship program have acknowledged that the internship affords unique possibilities to cement ties between academia and the world of agriculture, business, and industry (Larson and Blake, 1971; Larson and Green, 1971). Among those designated as having special impact for educators are: (1) it can provide a method for in-service teachers to keep in step with rapidly changing technologies in agriculture, business and industry; (2) it can serve to improve communication and strengthen mutual respect between education and the market place; and (3) it can act as a vehicle for individuals wishing to test the vocational-technical field as a transition occupation from agriculture, business or industry.

Appraisal of the internship as a component of advanced degree programs in vocational-technical education has also directed attention to the distinguishing characteristics of the practicum and internship experiences and the nature of appropriate activities for both. In a paper delivered at

the National Center for Vocational Education, Ohio State University, Bjorkquist (1971) has made the following distinction between the two:

> Internships and practicums may both be characterized by their adherence to the reality of problems faced by practitioners. The internship places the leader in the situation where these problems occur. In doing this the problems occur as they would in the more or less normal happening of the job. Little control is exercised over the problems faced by the learner in terms of the sequence or difficulty of the problems. In a practicum situation the experience is contrived, the problems are placed before the student in a planned sequence, and the practicum system provides for feedback to the student so that he may judge his reaction to the problems about which he made decisions. (p. 4)

Within this frame of reference only general guidelines have been generated thus far; nevertheless, the status accorded the internship has generally been recognized as requiring a higher level of competencies, more sophisticated kinds of experiences differing in degree of realism, greater responsibility for decision-making, and financial remuneration.

Summary

Since the introduction of the internship in medicine during the late nineteenth century, other professions have tailored the concept to fit immediate and future training needs. Guidelines for the internship vary with the profession or discipline; however the principles established by Newell have, in general, been widely accepted. Basically,

the internship is viewed as the most efficient and effective method to combine theory and practice while the student is developing competency, preparing to play a differing role, and aspiring to advance in his or her chosen field.

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Final Report

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AN IN-DEPTH STUDY OF THE INTERNSHIP CONCEPT AS PART OF THE DOCTORAL PROGRAM IN VOCATIONAL-TECHNICAL EDUCATION

On-Site Visitations to the Eleven Original EPDA 552 Institutions

Part III

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An objective of this research project was to ascertain how the internship concept was implemented in each of the eleven (11) original EPDA 552 institutions. It seemed very likely that, although the internship was one of the few common components of all EPDA 552 Doctoral Programs, it was the term rather than any practice which was common to all eleven institutions. Since college and university catalogues are notoriously out of step with current practices, and intermittent talks with EPDA 552 Directors on a random basis could hardly be expected to yield data consistent across all institutions, it was felt that on-site investigations should be conducted. Further, it was felt that the same person should make all on-site visitations and this proved possible.

Procedure

An interview schedule was drawn up and generally adhered to; the sole exceptions being in cases where the information was otherwise available. The interview schedule may be found in Appendix A and the topics covered in the body of this section will follow this interview schedule. The next step was to write to all of the EPDA 552 Directors informing them of the project and requesting their cooperation. As mentioned in the Introduction this cooperation was granted in all cases; however, there were times when interviews had to be

rescheduled. As originally planned all interviews would be completed by December 30, 1971 but this did not prove possible. The interviews took place between October, 1971 and February, 1972 (see On-Site Interview Schedule appended). There was no reason to suspect that the data obtained were any less valid because of this slight delay in scheduling.

It must be re-emphasized at this point that the purpose of the on-site interviews was to be descriptive and not judgmental; their primary purpose was to find out how the internship concept was implemented.

Results

I. Doctoral Program, Per Se

This item was included in the interview schedule for a variety of reasons. The most important was to be able to look at the internship in the context of a program leading to the doctoral degree. Other data which were elicited were (a) the type of degree awarded; (b) the size of the program; (c) the year the program was instituted; and (d) the name of the Department in which the program was housed. It was felt that these data potentially would have implications for implementation of the internship and possibly the generalizability of any specific features.

A. Type of Degree Awarded.

The eleven institutions were almost evenly divided as to the type of degree offered. (See Table 1.) Four (4) offered the Ed.D. only, three (3) the Ph.D. only and the remaining four (4) institutions offered both the Ed.D. and the Ph.D. In some of the institutions offering both the Ed.D. and the Ph.D., the Ph.D. was looked upon as a research degree and the Ed.D. as a practitioner's degree. The type of degree to which a student was committed--notably at the Universities of Illinois and Minnesota--appeared to be related to the type of internship which the EPDA student pursued.

B. Size of Program.

It seemed advisable to determine what proportion the EPDA Fellows made of the total enrollment in the doctoral program in vocational-technical education. It was found that, in some institutions, EPDA awardees represented the majority of the doctoral students in the program; in others, EPDA Fellows were equalled if not far outnumbered by other doctoral students. Since enrollment data were somewhat difficult to obtain and were of peripheral value to the study the following general comments should be sufficient:

1. In general the total number of students enrolled in the doctoral program was 50 or less with EPDA Fellows accounting for approximately 1/3 of the total.

TABLE 1

TYPE OF DEGREE AWARDED BY THE ELEVEN ORIGINAL EPDA INSTITUTIONS (1971-1972)

Ed.D.	Ph.D.	Ed.D. & Ph.D.
U. of Georgia	Colorado State U.	U. of Illinois
North Carolina State U.	U. of Connecticut	U. of Minnesota
Oklahoma State U.	Ohio State U.	Oregon State U.
Rutgers U.		UCLA

Source: On-site interviews.

2. A notable exception was the enrollment at Rutgers where the total number of doctoral students amounted to an excess of 125 thus making EPDA Fellows definitely in the minority.

C. Year of Institution.

All programs have been instituted since 1962. From data obtained it appears that the first doctoral program in Vocational Education in the eleven original EPDA 552 institutions was offered at Colorado State University in 1962. In the case of some institutions, students were not admitted into the doctoral program until 1970, or the date of receiving the EPDA 552 grant. Since all programs are relatively new, it may be said that hard data based upon years of experience would be difficult if not possible to obtain. It must also be pointed out that, in light of the relative newness of these doctoral programs, they have for the most part attracted fairly large numbers of students.

D. Name of Department.

There was such a diversity of departmental, divisional, and school names that no meaningful analysis can be made of the data obtained. No provision was made in the interview schedule for determining whether the program was housed in a Graduate School of Education, a Graduate School, or in a School of Education, and all were observed. There was no indication that the organizational structure had a

great impact upon the internship per se, although it may prove to be a factor in certain aspects of implementation--i.e. whether credit is given, and if the internship can be used to at least partially fulfill a residency requirement.

II. Evolution of the Internship Concept

In four of the institutions (University of Connecticut, University of Illinois, Ohio State University, and Oklahoma State University) the internship evolved as an EPDA condition. On the other hand, both Oregon State University and Rutgers University had had prior experience with internships. For quite some time Oregon State had conducted an internship program as part of staff development for vocational educators in the State, although interns are not necessarily enrolled in a program leading to an advanced degree. The internship has been an integral component of the doctoral program at Rutgers since its inception in 1966. At the remaining institutions, the internship concept had existed prior to EPDA 552 funding, although often in somewhat different form. Some of the directors stated that the internship would have come anyway; EPDA funding merely accelerated its development.

At Colorado State, Oregon State and Rutgers the internship was part of a prior program. At the University of Georgia and UCLA the internship, in somewhat different form, has always been available. At the remaining institutions, the internship was a new component of the doctoral program.

Almost all of the institutions had devoted time to planning the internship. Prior planning was done in a variety of ways: some institutions worked closely with their Advisory Committees; others had an EPDA 552 Committee; Colorado State had received a planning grant from the State Department of Education and had spent a year planning the internship; Rutgers had received a Federal grant in 1965 to plan the doctoral program in its entirety and one of the results of the project was a strong recommendation that an internship be a required component of the program.

There was no consensus concerning the desirability of a pre-internship experience. Some institutions have a series of pre-internship experiences--or "mini-internships". An example is Ohio State where each EPDA Fellow was given two quarter hours of field experience rotating among a variety of agencies in the field. Although some of the directors felt that pre-internship experiences were desirable, at the time of the study no plans had been made to provide them. In fact, at some of the institutions such as Illinois and UCLA, as implemented with EPDA awardees, the internship

appears to be a continuous series of supervised field experiences rather than merely one.

III. Goals

Although some of the institutions had brochures or other written material clearly stating the goals of the internship, most did not. The wording varied across institutions, but commonalities did occur. There was general agreement that the internship should be:

- Planned experience(s)
- Supervised by a professional with recognized competence
- New, practical work experience in an unfamiliar setting
- Transition from past employment to implementation of career goals

Many directors underscored the fact that the experience gained in the internship should be critically examined, analyzed and internalized. It was also emphasized that the student should perform the work assignment of a professional and the internship should combine performance and learning. In fact, one director stated that the intern should on occasion be given tasks which are beyond his present capability so that he would have to seek help in order to complete them. This was considered a necessary part of the developmental aspect of the internship.

There was no one way that the institutions had arrived at their stated goals. At least five institutions arrived at the goals through the workings of a committee. The structure varied from informal ad hoc committees to an advisory committee (i.e. Colorado State) and a funded research project (Rutgers) involving inter- and intra-school committees. Input from outside sources such as other institutions and other disciplines appeared rare although desirable.

Generally speaking, once the goals were arrived at they have remained pretty much the same. At the University of Minnesota the internship was still in the try-out stage; at the time of this study Minnesota was just beginning to implement the internship and had very little experience to go on.

IV. Implementation

Except for institutions such as Ohio State, University of Illinois, and Colorado State where the internship is or may be on-going, the directors felt that students should go out on internship toward the middle of their program. However, in most cases the need for flexibility was stressed; internship experiences should be provided at the time when the student can most profit from them.

Both Rutgers and Oklahoma State require the internship of all doctoral students. It may be noted that both of

these institutions offer only the Ed.D. At Minnesota the internship is required of all Ed.D. students but not of those pursuing the Ph.D. North Carolina State plans to require the internship of all students although at present it is only required of EPDA Fellows. At the remaining institutions, the internship is required only of the EPDA Fellows although it is available to any other student. Some of the directors noted that an increasing number of non-EPDA students wish to serve an internship and indeed have followed through. However, the feeling was expressed that requiring the internship of all students might prove an undue hardship, particularly for part-time students, and thus tend to be discriminatory. For this reason they would encourage students to serve an internship but not make it mandatory.

There was complete agreement that each internship should be tailor-made to fit the individual student. This is consistent with the goals as previously described. It may also be a factor in the practice of having the internship come somewhere near the middle of the student's program. It was readily apparent from the data gathered as well as from the brochures which some of the institutions have distributed that a good deal of effort has gone into individualizing the internship to meet the needs and goals of the students involved.

No matter where it falls in the program, the internship is almost invariably a full-time experience served in a single cooperating agency. However, in some institutions, notably UCLA and Illinois, the students may have a series of internships--each negotiated separately. At the time of this study, Rutgers was just beginning to provide the opportunity for students to serve more than one internship although no program credit could be earned after the first internship.

In institutions where the internship is a course, credit is given and can count toward the residency. However, there was no practice common to all or even a majority of the institutions. At Minnesota the internship is excess and required only of all EPDA and Ed.D. students; there is no credit and it cannot count toward the residency. Practices at the remaining nine institutions range from "credit B/A' up to 15 quarter hours of credit under courses entitled Independent Study, Field Experience, etc. Despite the fact that practices varied so greatly, few directors saw the question of credit and residency as a major problem as their internships were implemented.

Neither Illinois nor Minnesota would allow EPDA Fellows to receive a stipend for the internship although both felt that travel and other expenses incurred should be reimbursed. All of the other institutions hoped to have the interns paid

a salary/stipend and some benefits. There was little hard data provided concerning the size of the stipend. The most common practice is to negotiate each salary/stipend individually.

Most of the directors interviewed did not know if their students were covered by Workman's Compensation while on the internship. They felt that full-time students would be covered under the student health policy; in the case of part-time students, the matter simply had not arisen. Although it has not presented a problem to date, it is felt that this matter should be explored in further detail.

In seven of the institutions a formal Memorandum of Understanding is drawn up. Two institutions use a common format for all students while others vary the format according to the particular student and cooperating agency involved. Features that appeared common to all Memorandums of Understanding were:

1. Duties of the cooperating agency including the supervisor
2. Duties or work assignment of the student (intern)
3. Responsibility of the university and/or the coordinator
4. The title the intern will use in the field--i.e. "Special Assistant to the President." One director made a strong plea against the use of the term "intern" in the title.

5.. Starting and ending dates of the internship and work hours

6. Financial remuneration, if any, including travel expenses and benefits

Two of the institutions (Colorado State and Oregon State) use a common format for all Memorandums of Understanding which is available in stencil form. On the other hand, in other institutions, such as the University of Connecticut where anyone can draw up the Memorandum and Rutgers, there is no special format. It is interesting to note that in four of the institutions the student draws up the Memorandum; in fact, at North Carolina State each student writes an internship proposal and a Memorandum of Understanding, although there is no common format for these procedures.

The role of the adviser was difficult to pinpoint. This was particularly apparent in most of the institutions where an internship coordinator had been appointed. In part, this may be due to the organizational structure of the individual institution and the role that graduate and undergraduate faculty members may play. At Rutgers, the program adviser plays the major role in helping the student negotiate the internship and generally serves as a monitor for this field experience. It should also be noted that in several institutions the student works primarily with a doctoral committee rather than with one adviser.

When the directors interviewed were asked how much time it took to negotiate an internship and monitor it through to final completion they were somewhat taken aback. Apparently they had not thought of the interr ip in these terms before. None really knew, but there was a feeling expressed that it took a substantial amount of time and effort off and on, over a period often extending to six months, to negotiate an internship. Insofar as monitoring is concerned, it somewhat depended upon whether the internship coordinator was responsible for monitoring all the students or merely his or her advisees. In almost all cases, these expenditures of time were not counted in faculty load which is reported to the administration, and which is at present under very careful scrutiny nationwide. There was general agreement that this question deserved further study.

On each visitation, the question was asked "How much does it cost to maintain an internship program?" As in the question of time needed to negotiate and monitor the internship, the question of cost had not been seriously explored. Everyone queried agreed that the cost was great--they simply could not come up with an estimate but knew it was a good deal. What could be more obvious than the fact that faculty members cannot be involved in two activities at the same time? If they are spending

substantial amounts of time on the internship, they are not available to assume other duties. Again, this was a subject which most persons interviewed felt deserved further study. It certainly would prove a challenge to an economist expert in cost benefit analysis.

So far as the cooperating agency is concerned, the institutions had experienced little or no trouble. One director stated that his greatest difficulty had been with the Vocational Division in his State Department of Education and another had experienced a slight difficulty with faculty members. However, these appeared to be annoyances rather than major difficulties and the general impression gathered was that all agencies where internships were available had been extremely cooperative in providing meaningful experiences.

It was somewhat surprising to discover that the cooperating agencies had been willing to accept the internship concept with few if any reservations. This may be due in large part to the fact that so much time and effort had gone into the prior planning of each internship in order to meet the needs of both students and agencies in the field. Undoubtedly some internships have not proved completely fruitful or desirable--it would be hard to believe otherwise--but very few instances were cited in the process of the on-site interviews.

For the most part there was no relationship between the internship and the dissertation. If a dissertation problem arose from the internship experience, it was generally fortuitous. In such cases, the cooperating agency has proved both willing and eager to provide data or access to data collection. In time, given the incorporation of the internship into the doctoral program of most if not all doctoral students, it may be that the internship site (or the final one) will be looked upon as a source of data gathering for the dissertation. At the time of this study such was not the case in most instances, nor was it anticipated as a general practice in the near future.

All but one of the institutions had a person who served as coordinator of internships. Often the EPDA 552 director served in this capacity; if not, the coordinator was a person closely connected with either the graduate program or the EPDA 552 project. The function of the internship coordinator varied greatly from institution to institution and rarely was spelled out. Rutgers, which has had the internship for quite some time, did not have an internship coordinator until 1970 and the job description was not clarified for a full academic year.

Most of the State Departments of Education had been involved in the internship in various capacities. As might be expected, some had played a more active role than others.

In Oregon the State Department of Education had helped in designating approved agency sites, and in Colorado an Internship Development Project had been funded the year prior to instituting the EPDA 552 internship. In other states the role of the State Department of Education was primarily that of a cooperating agency and in providing members of advisory committees. The latter role cannot and should not be minimized. In many institutions the advisory committee is of paramount importance to the successful implementation of the internship. Almost invariably, State Departments of Education have been most cooperative and instrumental in providing internships for both EPDA Fellows and--where the situation applied--other doctoral students.

V. Evaluation

Student Participation in the Internship

An attempt was made to determine how many students including those enrolled in the internship at the time of the study (late 1971, early 1972) had served an internship or were currently undergoing an internship experience. The findings are summarized in Table 2. Considering these data several factors must be considered: (a) for many of the institutions the internship was a component of the doctoral program instituted as recently as July, 1970 and some of the institutions were just beginning to implement the

internship; (b) in several institutions, EPDA Fellows constitute the major portion of those enrolled in a broad-based program leading to the doctorate in vocational-technical education; and (c) few institutions require the internship of doctoral students other than EPDA Fellows. It must also be remembered that some of the institutions have on-going internships which may or may not be reflected in the table. In all but two of the institutions visited, all of the EPDA Fellows had already served at least one internship or were currently pursuing one.

Evaluative Studies

When asked the question "Have any evaluative studies been made to relate goals to outcomes of the internship?" the general response was "No". In some cases, informal reports had been made to the Advisory Committee for the EPDA 552 program but generally speaking, it was felt that the internship was so new and the numbers of students involved were so small that it was premature to consider a serious evaluation.

There were notable exceptions. Ohio had evaluated its "mini-internships" and the results were good. Oregon State is undertaking a full-scale study of all facets of the EPDA program. At the time of this study, those involved in directing the EPDA project at Oregon State were not certain how to "tease out" from the total evaluation those aspects

TABLE 2

NUMBER OF STUDENTS SERVING THE INTERNSHIP IN ELEVEN ORIGINAL EPDA 552 INSTITUTIONS[a] 1962-1971

Institution	Male	Female	Total	EPDA
Colorado State	13	5	18	(14)
U. of Connecticut	14	1	15	(12)
U. of Georgia	17	3	20	(14)
U. of Illinois	12	2	14	(14)
U. of Minnesota	8	0	8	(15)
North Carolina State	8	1	9	(14)
Ohio State	11	2	13	(14)
Oklahoma State	16	2	18	(14)
Oregon State	12	2	14[b]	(14)
Rutgers	73	8	81	(17)
UCLA	37	1	38[c]	(18)
Total	221	27	248	(160)

[a]Due to different methods for computing enrollments, these figures should be considered as estimates rather than definitive.

[b]Plus 36 from the State Internship Program.

[c]Multiple internships are included.

specifically relating to the impact of the internship. However, some of the institutions (Colorado State and Oregon State) had evolved rating scales to be used with individual interns which, when collated, could serve as a basis for evaluative studies and the impression was given that such was the eventual intent. At least, the data should be available for future use.

In general, it may be said that although many of the institutions had devised means for rigorously assessing the progress of the intern toward the stated goals of the internship, few had made a concerted effort to evaluate the internship as a concept. In addition, there was a general lack of intent to make a long-range study of the internship. The most obvious explanation is the short length of time in implementation and the fact that such small numbers of students have been involved. An exception is Rutgers where the internship has been an integral component of the doctorate for all students since the inception of the program in 1966. An in-depth evaluation of the internship at Rutgers constitutes Part IV of this report.

Evaluation of the Internship Experience

How did the institutions, all of whom had clearly defined goals and objectives for the internship, determine if these goals had been achieved? It was felt that this question was most pertinent, whether the internship was a

formal course for which credit was given, an experience for which credit may or may not be given or simply an additional requirement. As might be expected, a variety and also a combination of methods were used. Each institution used at least one means to secure feedback from interns and in most cases the feedback was provided on an on-going basis.

One feedback method frequently employed was the log. Students are required to keep a daily log, to be submitted weekly or monthly. The format of the logs varied from what amounted to basically a diary to a critical analysis in journal form.

Another practice frequently encountered was a regular seminar which is used for feedback and evaluative purposes. The seminars varied in frequency from once a week to once a month. These seminars tended to be informal in nature but it was felt that they contributed a good deal to the success of each internship. In all institutions there was a good deal of informal feedback which also contributed to evaluation.

More often than not, a final report of some kind was required of the intern. These final reports were loosely structured and no data were gathered concerning what their content should be.

In essence, methods to assess student progress had not been clearly defined, notable exceptions being Colorado State University and Oklahoma State University. It was somewhat surprising to find that so little attention had been given to this aspect of the internship program.

There was sharp disagreement concerning the role of the cooperating agency in the evaluative process. Some directors felt that the cooperating supervisor should contribute to the total evaluation--in fact, he or she should have access to all of the logs, monthly reports, etc. Others felt that the intern's feedback should be treated as a privileged communication between the adviser (or internship coordinator) and the intern. For the most part, the role of the cooperating agency was unresolved as a matter of institutional policy and each internship was treated as an entity in itself so far as evaluation is concerned.

Demographic Data

Under this general heading an attempt was made to determine how many interns had been turned out and how many cooperating agencies had been utilized. In addition, it was thought that some attempt should be made to asesss the involvement of the total faculty in the department as well as the mean age of the intern. These data were difficult

to come by and should be interpreted with caution.

The number of interns has already been shown in Table 2 and discussed in the supporting text. Many more men than women have served the internship, which is not surprising, since these data reflect the numbers of women awarded EPDA fellowships and enrolled in doctoral programs in vocational-technical education as a whole. It is gratifying to note that female enrollment in doctoral programs in this field apparently seems to be growing rather than diminishing, which is somewhat counter to the national trend.

Except in the case of Rutgers, no attempt was made to secure an exhaustive and complete list of all cooperating agencies involved. Each institution was merely asked to name a representative group of internship sites and great consistency was noted across all institutions.

State Departments of Education had been most cooperative in providing internship experiences, both for "mini-internships" (Ohio State) and full length, full-time experiences. In many cases, students returned to the State Department in their home state in order to serve the internship.

All types of educational institutions, on all levels, were often named. These included universities, community colleges, area vocational schools and large metropolitan school districts. Other agencies less frequently represented were U.S. Regional Offices and various Research

Coordinating Units. The diversity of cooperating agencies and the great variety of tasks undertaken by the students in fulfillment of the internship only served to underscore the flexibility of internship programs and the fact that each internship was designed to meet the needs and objectives of the individual student.

In some cases the internship coordinator supervised all internships. This finding was closely related to the question of faculty load. Where all faculty were used to negotiate, evaluate and monitor the internships there was a real problem of having this responsibility reflected in data supplied to a central administration.

When asked about the mean age of students serving the internship many of the institutions simply did not know. They had had no reason to make this calculation. In institutions where these data were available (seven of the eleven concerned) the mean age of entering ranged from 35 to 43 years. Only one institution stated that there was a maximum age for admission to a doctoral program (40 years) and in that institution 35 was the estimated mean age of those pursuing the internship.

Summary

In other disciplines the value of an internship or some sort of field experience has been well documented. Such experiences, which serve to enhance and/or complement course work have been a requirement of programs leading to the advanced degree in medicine, hospital administration, social work, to name a few. However, the internship in vocational (or vocational-technical) education is comparatively recent and has not gained universal acceptance as a requirement for the advanced degree.

At the time of this study, there was no indication that all eleven EPDA 552 institutions were planning to adopt such a requirement. The primary reason expressed for not making the internship mandatory was the possibility that it could prove a discriminatory feature of an advanced degree program.

On the whole, all directors of the original EPDA 552 programs supported the internship as a concept but surprisingly few were willing to support its adoption as a requirement for the advanced degree, whether credit were given or not.

Although often couched in different terms, the goals and/or objectives of the internship were basically the same across all institutions. In implementation, internship practices varied widely. This may have been a function of organizational pattern, size, geographical location of the institution, experience with the internship etc. Yet,

certain commonalities were found. These included the methods to arrive at goals (whether stated in writing or expressed verbally), performance expected of interns, and the types of cooperating agencies. So far as the in-depth evaluation of the internship at Rutgers is concerned, the internship as implemented would receive a qualified approval. Based upon the House monograph, the luncheon-seminars and the feedback session, it may be said that, although the internship is totally supported in concept, and the objectives as spelled out are generally fulfilled, there are still aspects (i.e., relationship to career goals) which require further study.

Additional studies related to the internship and the advanced degree in vocational-technical education are recommended. These include a longitudinal study of students (EPDA and non-EPDA) who have completed the advanced degree, comparing and contrasting the various attainments of those graduates who have and have not fulfilled an internship requirement. It is further recommended that an attempt be made to analyze the cost of mounting an internship program in relationship to the benefits accrued.

APPENDIX

INTERVIEW SCHEDULE

AND

ON-SITE VISITATION SCHEDULE

INTERVIEW SCHEDULE

INSTITUTIONAL BACKGROUND

I. Doctoral program, per se (get description)

II. Internship: -- How and when did the internship concept evolve?

a. As an EPDA condition?

b. As part of a prior program?

c. Did it involve careful, prior planning? If so, what?

d. Do you use a pre-internship experience? If so, what?

A. Goals

1. What are the goals?

a. As stated in catalogue or written. (Secure copy, if possible.)

b. As stated in interview.

2. How were stated goals arrived at?

a. On-site input, i.e. from faculty, students, community, State Department, etc.

b. Outside input - other institutions, disciplines, etc.

3. Have goals remained the same since internship started?

B. Implementation

1. Ongoing - or at a certain time in program?

2. For all students or just EPDA?

3. Are all internships the same?

4. Are they served in one, or a variety of settings?

5. Is credit given?

   a. If so, how much?

   b. Can credit be used to partially meet residency?

6. Stipend/salary and benefits

   a. Is it assumed that a stipend will be paid?

   b. If so, what is average stipend?

   c. Any other benefits? Workmen's Compensation?

7. Is a formal Memorandum of Understanding drawn up?

   a. If so, what are salient features?

   b. Who draws up memorandum?

   c. Is there a common format? (Secure a copy.)

8. Role of the adviser

   a. Initiate internship or merely approve?

   b. On-site visitation(s) to monitor? How frequent?

   c. Amount of time required to monitor, negotiate, etc.

   d. Assessment of student progress

   e. Cost - if any - to institution (travel, faculty load, etc.)

9. Role of cooperating agency

   a. As employer

   b. Willingness to provide meaningful experiences

   c. Willingness to accept internship concept

   d. Willingness to provide data - during or post-internship for papers and dissertations

10. Role of others

   a. If there a coordinator of internships?

   b. Is State Department of Education involved? If so, how?

C. Evaluation

1. How many students, including those presently, have served internship?

2. Have any evaluative studies been made, i.e. to relate goals to outcomes?

   a. Results?

   b. Copies available?

3. What are long range plans for evaluation?

4. Requirements on part of interns: daily log, paper, etc.

III. Demographic Data

A. How many interns have you turned out?

_____ Male _____ Female _____ Total

B. How many different cooperating agencies have you utilized in your intern program? Name some of them.

___ Total _____

_____

_____

C. How many faculty have you used in monitoring interns?

_____

D. What is the mean age of your interns? _____

ON-SITE VISITATION SCHEDULE

ELEVEN ORIGINAL EPDA 552 INSTITUTIONS
OCTOBER, 1971 to FEBRUARY, 1972

State	Institution	Date
California	UCLA	12-15-71
Colorado	Colorado State U.	1-19-72
Connecticut	U. of Connecticut	10-7-71
Georgia	U. of Georgia	10-28-71
Illinois	U. of Illinois	1-5-72[a]
Minnesota	U. of Minnesota	11-4-71
New Jersey	Rutgers	N/A
North Carolina	North Carolina State U.	12-8-71
Ohio	The Ohio State U.	11-3-71
Oklahoma	Oklahoma State U.	12-15-71
Oregon	Oregon State U.	2-9-72[b]

[a]Rescheduled from 11-22-71.

[b]Rescheduled from 12-9-71.

Final Report

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AN IN-DEPTH STUDY OF THE INTERNSHIP CONCEPT AS PART OF THE DOCTORAL PROGRAM IN VOCATIONAL-TECHNICAL EDUCATION

Evaluation of the Internship Program
at Rutgers University

Part IV

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June 1972

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Interview Schedule

Introduction

This document forms part of a study designed to provide an in-depth view of the internship as an integral component of the advanced degree in vocational-technical education. Part I is a summary report of the study. Part II is devoted to an historical perspective of the internship and Part III a detailed description of the internship as implemented in the eleven original EPDA 552 institutions at the time of the study (July 1, 1971 - June 30, 1972). Part V, also separately bound, is entitled "The Internship and the Advanced Degree in Vocational-Technical Education: Alternative Strategies for Implementation."

The primary objective of this phase of the study was to evaluate the internship as implemented at Rutgers University and to make recommendations for modification if indicated. A secondary objective was to separate out evaluation of the intern as contrasted with the larger problem of evaluating the internship.

Evaluation of the Internship Program

The doctoral program in vocational-technical education at Rutgers was instituted and the first students matriculated in 1966. Enrollments grew rapidly and by

June 1971, fifty-five (55) students had completed the internship--a required component of the program--and ten (10) had graduated. The faculty felt that the time had come to appraise the program as a whole. Philosophy, required and recommended courses, the internship--all were re-examined by faculty and students.

At the time the present study was funded, a monograph had been drafted which discussed the first fifty-five (55) internships in light of established objectives of the internship program. The data were updated to include the twenty-five (25) students who pursued the internship during the Fall 1971 semester, and the monograph "Internship, Leadership and the Advanced Degree in Vocational-Technical Education at Rutgers" appeared in January 1972 as the first of an Educational Information Series sponsored by the Department.

Permission has been granted to reproduce this monograph in its entitety in this section of the Final Report and it may be found in Appendix A. The findings and recommendations speak for themselves and need not be repeated here. Basically, it was concluded that the objectives of the internship program were being met, but that additional, in-depth studies were needed. At present, two dissertations are in process which attempt to evaluate the internship. Corman is evaluating the internship from

the intern's vantage point and Sakiey is concerned with the internship as seen by the supervisors in the cooperating agencies. These studies will be available by June 1973.

Luncheon-Seminars

For the past several years it has been the practice to require interns to attend a series of monthly luncheon-seminars during the semester they are enrolled in the internship. Initially, these luncheons, attended only by interns and the faculty member who served an internship coordinator, provided a loosely structured means of feedback.

Since the Fall 1970 semester (which coincided with funding of the EPDA 552 project) the format of the luncheons has changed. All faculty and students are invited to attend. Interns, for whom attendance remains mandatory, are encouraged to invite their supervisor from the cooperating agency to at least one luncheon. Dates are established at the beginning of each semester and each intern is scheduled to make one 15-minute oral presentation describing his duties and responsibilities and relating his internship experiences to his career goals.

Although no formal attempt has been made to assess the impact of these luncheon-seminars, the following observations may be made:

1. Attendance has been excellent. Careful records were kept during the 1971-1972 academic year. If only the 33 students enrolled and the internship coordinator had attended, the total for this period would have been 140. The actual attendance was 337, which included other students, faculty and guests. In fact, active participation on the part of faculty and administration was somewhat unexpected and most gratifying, since an expenditure of time and money was involved. It should also be noted that at least one, and generally several, supervisors from cooperating agencies were present at each luncheon.

2. Student-faculty interaction has been stimulated, particularly by the luncheon preceding the oral presentations.

3. Many students attend one or several luncheons prior to serving an internship. Thus, they have an opportunity to find out more about the variety of experiences which the internship can provide.

4. Interns report that they look forward to returning to the campus to see other students and faculty.

5. Requiring interns to return at least once a month makes more defensible the current policy of allowing the course credit (6 s.h.) to apply toward meeting the present residency requirement.

Originally, the purpose of the 15-minute oral presentations (and this time span is rigorously adhered to!) was purely to provide information and allow each intern an equal amount of feedback time. However, there have been unanticipated results:

1. Many interns have difficulty in making this presentation, particularly in adhering to the time allowance. The faculty is currently discussing additional methods to develop and assess verbal skills during the course of the doctoral program.

2. The presentations provide an excellent opportunity for all present to keep up-to-date on what is going on in the field as represented by the various cooperating agencies.

3. Students and faculty hear about all internships. Originally, feedback tended to be limited to adviser intern feedback by means of logs and final reports. Thus, when discussions concerning a future internship are in the preliminary stage, both adviser and student are able to consider a wider range of alternatives.

Although department advisory committee members are invited to at least one luncheon-seminar each year, attendance has been poor. Means are being sought to increase their participation in this aspect of the graduate program.

In summary, it is felt that the luncheon-seminars have served a purpose which far exceeded their original intent. They should be continued, although perhaps in somewhat modified format, which will be discussed in the following pages.

Feedback Session

The luncheon-seminar in April 1972 was devoted to feedback from cooperating agencies followed by single-group discussions concerned with implementation and evaluation of the internship. Prior to the small group discussions, each participant was asked to complete a questionnaire (Appendix B). Proceedings of the feedback session and data from the questionnaire as analyzed by Mintz may be found in Appendix B.

There was general agreement that the internship was a viable concept and should be retained as an integral part of the doctoral program. In fact, the three supervisors from the cooperating agencies were less critical than anticipated. A need was expressed for:

1. Pre-internship experiences (e.g. seminars, orientation).
2. Alternatives to the internship as presently implemented, such as serving as a national

officer of a professional organization, or editing a journal or newsletter.

3. Developing alternative means to underwrite the stipend. (It was suggested that many potentially rewarding internships cannot be negotiated due to budgetary constraints.)

One recommendation emerged clearly from the small group discussions--the intern's performance should not be evaluated by means of a common format or check list. Rather, the memorandum of understanding should describe the assessment procedure(s) to be used, and these should be determined on an individual basis. Other recommendations included:

1. Active student participation in all phases of implementing the internship.
2. The need for an organized orientation prior to the internship.
3. More frequent supervision by a professional at the cooperating agency (institution) than by the university monitor (usually the adviser).

Recommendations and Summary

To date, minor revisions in the guidelines for implementation to the internship have been adopted.

(Appendix A.) There have been no other formal changes in the internship program. The following modifications are recommended:

1. The objectives of the internship program should be re-examined. They are worded in very broad, general terms and are difficult to quantify. (For instance, how can one measure the extent to which the internship has "served as a realistic transition from past employment to future positions"?)

2. A pre-internship orientation should be provided. This may vary from a series of "mini-internships" to scheduled, but informal, seminar(s).

3. Students should play an active role in: (a) exploring possible internship sites; (b) formulating objectives for the internship; and (c) providing data for feedback and evaluation.

4. Multiple internships should be encouraged, even if credits earned cannot be applied to the degree program.

In addition, it is recommended that further attention be given to the evaluation of the intern as well as the internship. Findings from this project did not clearly delineate one from the other, although an attempt was made to do so.

The internship program at Rutgers as initially conceived and revised has gained acceptance on the part of all concerned--faculty, students and cooperating agencies. Many look upon it as the capstone of the advanced degree program. There is no evidence that the internship is not meeting its objectives as stated. Yet these objectives are outlined in very general terms and need close re-examination.

APPENDIX A

INTERNSHIP, LEADERSHIP AND THE ADVANCED DEGREE IN VOCATIONAL-TECHNICAL EDUCATION AT RUTGERS*

Educational Information Series
Monograph Number 1

The Department of
Vocational-Technical Education
Graduate School of Education
Rutgers University
The State University of New Jersey

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INTERNSHIP, LEADERSHIP

and

THE ADVANCED DEGREE

in

VOCATIONAL-TECHNICAL EDUCATION

at

RUTGERS

Educational Information Series
Monograph Number 1.

17 66

THE DEPARTMENT OF
VOCATIONAL - TECHNICAL EDUCATION
GRADUATE SCHOOL OF EDUCATION
RUTGERS UNIVERSITY
THE STATE UNIVERSITY OF NEW JERSEY

INTERNSHIP, LEADERSHIP AND THE ADVANCED DEGREE IN VOCATIONAL-TECHNICAL EDUCATION AT RUTGERS

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The first of a series of educational information monographs from the Department of Vocational-Technical Education, Graduate School of Education, Rutgers University - The State University of New Jersey.

January, 1972 Charles C. Drawbaugh, Chairman

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INTERNSHIP, LEADERSHIP AND THE ADVANCED DEGREE IN VOCATIONAL-TECHNICAL EDUCATION AT RUTGERS

The Department of Vocational-Technical Education was established at Rutgers University fairly recently. This new department in the Graduate School of Education (GSE) came officially into being -- complete with faculty and program offerings -- in the fall of 1963. Initially, program offerings led to the Ed. M. degree and were designed to develop master teachers in the vocational areas of: trade and industrial; agriculture; home economics and coordination and supervision. The Masters offerings have since been expanded to include all of the service areas with the exception of health occupations and vocational guidance (in this area, students are served by another department of the Graduate School of Education, and joint programs are encouraged).

In addition, the department offered courses leading to certification through University College, the adult, degree-granting college of the University. These offerings also have been expanded to include a B. S. in Vocational-Technical Education and an innovative Cooperative Occupational Pre-Teaching Experience program (COPE). On July 1, 1969, faculty whose major responsibilities involved the undergraduate offerings were placed under the administration of University College. The present thrust of the department at the GSE is to work with students at the masters and doctoral levels.

Several years in the planning, the doctoral program was instituted and the

first students matriculated in the fall of 1966. As of October 1971, approximately one hundred and forty (140) students had enrolled in the program and ten (10) had completed. In the fall of 1971 there were one hundred and twenty-nine (129) matriculated students in the doctoral program, approximately one-fourth of whom could be designated as "doctoral candidates" by virtue of having passed the qualifying examination. Of these, eighty-one (81) had completed, or were presently enrolled in the internship.

The Internship

Since the internship has been an integral component of the doctoral program in Vocational-Technical Education at Rutgers -- and to some extent an innovative component -- it seemed advisable to step back and look at this concept. Among others, the following questions were asked: (a) what is the purpose of the internship; and (b) has the internship served its purpose?

Purpose of the Internship

Originally, the question was: "What role, if any, can an internship play?". This question was asked of the authors of working papers -- authors from a variety of disciplines -- who contributed to a symposium devoted to the doctorate and its relationship to leadership in vocational-technical education. The symposium was held in mid-December, 1965, and notes and working papers are available in The Advanced Degree and Vocational-Technical Education Leadership edited by O'Brian (1966). At the opening session and in the first paper, Schaefer (O'Brian, 1966) posed this question and briefly traced the internship as a component in

educational programs to train other professionals -- i.e. physicians, engineers, and administrators. The internship was discussed in both reaction papers and small group sessions during the symposium, and Schaefer was able to state in his concluding remarks:

> The notion of an internship in some depth was heartily supported. It was agreed the cooperative program carried out by industry in engineering has been highly successful in producing reality for engineering students and in relating "theory to practice". Moreover, an internship to be successful must be highly individualistic and thus so structured (p. 52).

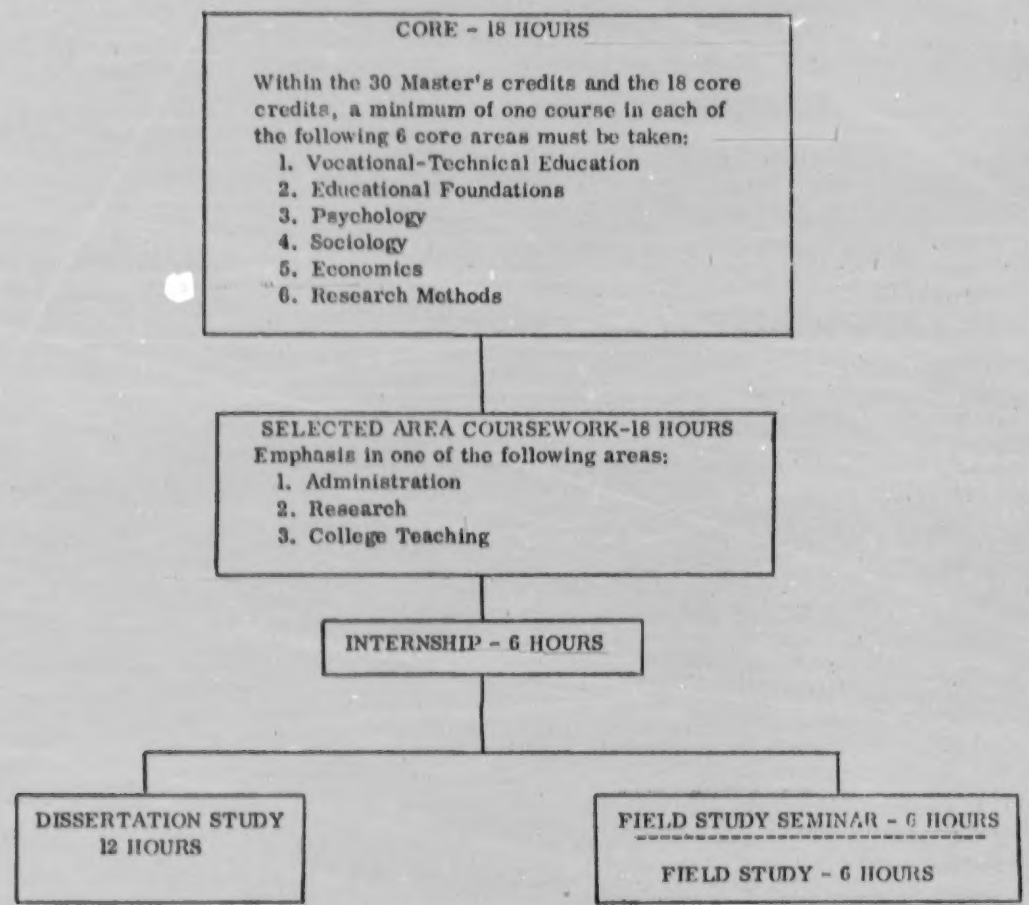
Having been given a stamp of approval by a body of experts from many disciplines, the internship was incorporated in the Vocational-Technical doctoral program as developed by the faculty of the department and submitted to the various faculties and administrative bodies at the University (Figure 1). The proposed Ed.D. program was approved in 1966 and has been the program followed by students to date. (Note: the option of field study in lieu of the dissertation was not approved and is still under consideration).

The department was also assisted in the formulation of the Ed.D. program by an intra- inter-department committee. Members of this committee represented administration and departments both within the Graduate School of Education and the University as a whole. In effect, this committee served as an Ad Hoc Advisory Committee to the Department.

Guidelines for the internship were established soon after the doctoral program was approved. These guidelines were revised as several students completed the internship; however, modifications proved slight. The most recent

FIGURE 1

VOCATIONAL-TECHNICAL DOCTORAL MAJOR


CORE - 18 HOURS
Within the 30 Master's credits and the 18 core credits, a minimum of one course in each of the following 6 core areas must be taken:
1. Vocational-Technical Education
2. Educational Foundations
3. Psychology
4. Sociology
5. Economics
6. Research Methods
SELECTED AREA COURSEWORK-18 HOURS
Emphasis in one of the following areas:
1. Administration
2. Research
3. College Teaching
INTERNSHIP - 6 HOURS
DISSERTATION STUDY
12 HOURS
FIELD STUDY SEMINAR - 6 HOURS
FIELD STUDY - 6 HOURS

Guidelines (1969), developed by an Ad Hoc Committee composed of students and faculty, are appended. Consistent emphasis has been placed on the importance of flexibility in the internship. In essence, each internship is to be "tailor-made".

Briefly summarized, the objectives of the internship are:

1. to afford the intern the opportunity to put the theory learned in his area of specialization (administration, research, or college teaching) into practice;

2. to require the intern to function in a milieu somewhat unfamiliar to him -- one which requires the use of those skills normally associated with his chosen career;

3. to serve as a realistic transition from past employment to future positions; and

4. to allow the intern to serve simultaneously as professional employee (hence the stipend), observer and student.

Other salient features of the internship should be noted. The internship is a 6-credit course, offered in both fall and spring semesters. Under certain circumstances, summer internships may be approved by the adviser, but they are discouraged. In general, the internship is a 15-week, full-time experience. It is a cooperative arrangement among the intern, the adviser (representing the University), and the cooperating agency -- an arrangement which is formalized by means of a Memorandum of Understanding signed by all three parties. Typical Memoranda of Understanding may be found in Appendix B.

INAR - 6 HOURS

- 6 HOURS

Distribution: Interns and Cooperating Agencies

As previously stated, eighty-one (81) students had completed or were enrolled in the internship by October, 1971. Areas of specialization are shown in Table 1.

Table 1

Rutgers Intern Distribution

Minor	Number	Percent
Administration	46	56.80
College Teaching	29	35.80
Research	6	7.42

This distribution approximates that found by Drawbaugh (1970) in his study of the first one hundred (100) students admitted to the doctoral program in vocational-technical education at Rutgers University. Drawbaugh (p. 5) found that these students had opted for minor areas in the following proportions:

Administration	53 percent
College Teaching	38 percent
Research	9 percent

All those included in the present study were in the Drawbaugh sample.

In all, interns have fulfilled this requirement in forty-six (46) different cooperating agencies in eight (8) states. Table 2 reflects the variety of cooperating agencies, as well as the number -- and minors -- of interns. The

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Table 2

Cooperating Agencies: Number of Interns and their Minor (September, 1968 through October, 1971)

Agency	Number	Minor[a]
American Tel. and Tel.	1	A
Brookdale (N.J.) Community College	2	A (1); CT (1)
Camden County Vocational School Dist.	1	A
County College of Morris (N.J.)	2	A (1); CT (1)
Cuyahoga (Ohio) Community College	1	A
Delaware Technical & Community College	1	A
Dept. of the Army: Aberdeen Proving Ground	1	A
Dept. of the Army: Signal Center & School	1	CT
Deptford Township Schools	1	A
Educational Testing Service	1	R
Essex County (N.J.) College	3	A
Glassboro State College	1	A
Harford (Md.) Junior College	1	CT
Jersey City State College	1	CT
Mercer County (N.J.) College	2	A (1); CT (1)
Mercer County Vocational School Dist.	1	A
Middlesex County (N.J.) College	2	A
Middlesex County (N.J.) Vocational School Dist.	3	A
Monmouth (N.J.) Adult Education Center	1	A
Montclair (N.J.) State College	3	CT
National Advisory Council On Vocational Ed.	1	A
Newark (N.J.) State College	1	R
N.J. Office of Teacher Ed. & Cert.	1	CT
N.J. Residential Manpower Center	1	A
N.J. State Dept. of Ed: Vocational Division	12	A (6); CT (3); R (3)
N.J. State Dept. of Ed: Vocational Div. Curr. Lab.	1	CT
N.J. State Dept. of Ed: Occup. Resource Ctr.	1	A
N.J. State Dept. of Higher Education	1	CT
N.J. State School of Conservation	1	CT
New York City Board of Education	1	A
Norwalk (Conn.) State Technical College	1	CT
Ocean County (N.J.) College	1	A
Ohio State Center for Rsch. in VT Ed.	1	A
Philadelphia Public Schools	1	A

[a] A - Administration; CT - College Teaching; R - Research

Table 2 (cont'd)

Agency	Number	Minor[a]
Rutgers University: Center for Cont. Eng.	1	A
Rutgers University: Dept. of Vo-Tech Ed.	8	CT
Somerset County (N.J.) College	1	A
Temple University (Pa.)	1	CT
Trenton Manpower Training Skills Center	1	A
Trenton State College	1	CT
Union County (N.J.) Vocational School Dist.	2	A
United Progress, Inc.	1	A
Washington (D.C.) Technical Institute	7	A (6); R (1)
Wayne Twp. (N.J.) School Dist.	1	A
Western Electric Company	1	A
Willingboro Public Schools (N.J.)	1	A

[a] A - Administration; CT - College Teaching; R - Research

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distribution by states is shown in Table 3.

Some of the cooperating agencies were able to provide internships for students in two or more of the minor areas. This is particularly noticeable in the case of the New Jersey State Department of Education, Vocational Division. The Department of Vocational-Technical Education at Rutgers University has already provided an internship for eight (8) students in the college teaching minor. Generally speaking, however, cooperating agencies to this date have had one or at the most two interns.

The greatest variety of cooperating agencies is seen in the administration minor. Internships have been arranged in private industry and community organizations as well as in educational institutions on several levels -- secondary, county college and college or university.

Students whose minor area was college teaching -- or teacher education -- have served their internships in county colleges, state colleges or universities.

It is interesting to note that seven (7) of the County Colleges in New Jersey have provided internships for thirteen (13) doctoral students and that another seven (7) students have served their internships at five (5) of the State Colleges. Half of the interns whose minor was research served their internships at the Vocational Division of the New Jersey State Department of Education.

As might be expected, due to easy access and the possibility of combining internship with additional course work -- thus fulfilling one semester of the residency requirement -- the largest number of internships has been served in

Table 3

Cooperating Agencies: By State, Agencies and Number of Interns
(September, 1968 through October, 1971)

State	Agency	Number
Conn.	Norwalk State Technical College	1
Del.	Delaware Technical & Community College	1
D. C.	Nat'l Advisory Council on Vocational Ed.	1
	Washington Technical Institute	7
Md.	Harford Junior College	1
	Dept. of the Army: Aberdeen Proving Ground	1
N. J.	Brookdale Community College	2
	Camden County Vocational School District	1
	County College of Morris	2
	Dept. of the Army: Signal Center & School	1
	Depiford Township Schools	1
	Educational Testing Service	1
	Essex County College	3
	Glassboro State College	1
	Jersey City State College	1
	Mercer County College	2
	Mercer County Vocational School District	1
	Middlesex County College	2
	Middlesex County Vocational School District	3
	Monmouth Adult Education Center	1
	Montclair State College	3
	Newark State College	1
	N. J. Office of Teacher Education & Certification	1
	N. J. Residential Manpower Center	1
	N. J. State Dept. of Ed: Curriculum Lab.	1
	N. J. State Dept. of Ed: Occupational Resource Ctr.	1
	N. J. State Dept. of Ed: Vocational Division	12
	N. J. State Dept. of Higher Education	1
	N. J. State School of Conservation	1
	Ocean County College	1
	Rutgers: Center for Continuing Engineering Studies	1
	Rutgers: Department of Vocational-Technical Ed.	8

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Table 3 (cont'd)

State	Agency	Number
N. J. (cont'd)	Somerset County College	1
	Trenton Manpower Training Skills Center	1
	Trenton State College	1
	Union County Vocational School District	2
	United Progress, Inc.	1
	Wayne Township School District	1
	Western Electric Company	1
	Willingboro Public Schools	1
N. Y.	American Tel and Tel.	1
	New York City Board of Education	1
Ohio	Cuyahoga Community College	1
	Ohio State Center for Research in Vo-Tech Ed.	1
Pa.	Philadelphia Public Schools	1
	Temple University	1

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New Jersey. However, it must be noted that students have traveled as far west as Ohio and as far south as the District of Columbia in order to intern. Perhaps it is surprising that thirty percent of the internships have been served outside of the state of New Jersey! Within New Jersey, the variety in cooperating agencies and their geographical location in the state is broader than might have been expected.

Fulfillment of Purpose

As previously stated, the four major objectives of the internship are: (a) to provide the opportunity to translate theory into practice; (b) to require functioning in an unfamiliar milieu; (c) to serve as a transition from past to future positions; and (d) to provide the climate for the intern to both contribute to and learn from the cooperating agency, while remaining a student.

To what extent have these objectives been met by the interns to date? To some degree, hard data are difficult to come by, as the internship, in all its aspects, has been left to the discretion and direction of the adviser. Fortunately, memoranda of understanding are available, and in all cases, the intern was required to provide a summary, paper or project on completion of the internship. For those in the administration option the reporting system most frequently used has been a daily log (submitted weekly) and a summary report upon completion of the internship. Those in the college teaching option were in most cases requested to submit lessons plans and oral reports instead of, or in addition to, the log. Interns whose minor is research have been required to submit a project or research report.

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Theory into Practice:

Was the area of specialization (i.e. administration, college teaching or research) related to the internship? The answer is "yes" in the case of administration and research and a qualified affirmative in the college teaching option (Table 4). More detailed evaluation and subsequent analysis may lead to variation in the data. However, it is anticipated that it will be slight.

Table 4

Was the Area of Specialization (Minors) Related to the Internship?
(September 1968 through October 1971)

	Administration	College Teaching	Research
Yes	42	23	5
No[a]	4	6	1
	46	29	6

[a] Not clearly designated as related, in the memorandum of understanding or log report.

Milieu

Have the interns functioned in somewhat unfamiliar work settings? Again, the response is a qualified affirmative. As shown in Table 5, fourteen (14) of the internships were served in the same institution or organization where the students were currently employed. However, although the milieu was the same, the daily assignment was far different. This was particularly noticeable in the case of the

two interns employed in industry. Both served the internship within their present organizations -- to be specific, Western Electric and the American Telephone and Telegraph Companies. Yet both industries are so large that they could, and did, provide experiences which were substantially different from those encountered by the interns in their present work assignments. Whether the other twelve students who remained at their present institution to serve the internship received a comparable experience is not known at the present time.

Table 5

Was the Internship Served in an Unfamiliar Milieu?
(September 1968 through October 1971)

	Administration	College Teaching	Research
Yes	39	22	6
No[a]	7	7	0
	46	29	6

[a] Same milieu, different job.

Transition from Past to Future Employment

It is too soon to tell whether the internship functions as a realistic transition from past to future employment since only ten of those who completed the internship have graduated from the program. However, at the time of this study fifteen (15) of the internships had led to permanent full-time employment even though

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some students did not yet have the doctorate in hand.

The Intern as Professional, Observer and Student

At present, there is no clear record of the amount of time the intern spent on his day-to-day assignment. Yet there is reason to believe that the amount of time spent correlated highly with the amount of stipend or salary received. In the case of all interns, a certain amount of non-assigned time was required in order to fulfill his or her commitment to the University.

In the fall 1969 semester, the Internship Luncheon Seminars were instituted. A minimum of three luncheons per semester were scheduled. Attendance is mandatory for interns; faculty, internship supervisors and interested graduate students are welcome. Each intern is given a 15-20 minute time slot to make an oral presentation concerning his internship. In effect, these luncheons have provided invaluable, although not rigorously scientific, feedback concerning the functions of the intern. Based upon reports to date, the interns have in fact served as professionals, observers and students, with the emphasis being upon professionals. Cooperating agencies have looked upon the interns as persons with a contribution to make, even though their employment was of short duration. They have been placed in positions to make an impact on and a contribution to the institution and most have done so.

Financial arrangements between the intern and the cooperating agency have varied. Interns received stipends which fluctuated from $300 per month to a flat sum of $3,000.00 for the interns' services, and some of the interns chose to

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receive a salary rather than a stipend. In most cases, the stipend or salary was provided by the cooperating agency. At the moment there is no department policy concerning the stipend or salary -- each financial arrangement is negotiated separately between the student and the cooperating institution.

Summary and Conclusions

It would appear that the internship has fulfilled its various objectives. The internship was related to the field of specialization; the work setting was relatively, if not completely unfamiliar; and the intern functioned as professional, observer and student. The objective of realistic transition from past to future employment cannot be assessed at this point in time.

The department has received more requests for interns than it has been able to fulfill, and new students applying for entrance into the doctoral program state that they have chosen the Rutgers program because of the opportunities afforded by the internship.

Up to the present, no in-depth study has been made either of the students who have completed the internship or the cooperating agencies. Such a study seems justified.

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APPENDIX A

GUIDELINES FOR THE INTERNSHIP IN VOCATIONAL-TECHNICAL EDUCATION

GUIDELINES FOR THE INTERNSHIP IN VOCATIONAL-TECHNICAL EDUCATION

What is the internship? The internship is a required portion of the doctorate in vocational-technical education which has as its central feature a learning experience in a clinical setting. It provides the doctoral candidate an opportunity to gain additional practical experience under various conditions in his selected area, that is, administration, college teaching, or research. Doctoral candidates are placed in individualized developmental learning experiences in cooperating industries, educational institutions, governmental agencies, research organizations, etc., typically for a period of one semester.

The internship approach allows for substantial diversity of appropriate experiences from one candidate to another. It allows a level of flexibility which considers strengths and weaknesses of individuals. Each candidate's assignment is designed around his professional goals.

What are the objectives of the internship? The intern should have an opportunity to apply the theory he has learned in his program which relates to his area of specialization. Thus, the internship is an opportunity to put theory into practice.

The internship experience should provide an opportunity for the intern to develop perceptions relevant to his professional role. The setting should allow the intern to discover, develop, and modify skills and techniques relevant to this future role. Thus the intern must function in an atmosphere that requires the use of those skills normally associated with his chosen career.

The internship is designed to facilitate the development of skills, abilities, and understandings considered essential to practitioners of his particular area of specialization in education.

Since the development of competence in the professional art of administration, college teaching, or research is a behavioral process in which the professional exhibits his competence as behavior, the internship is intended to be a realistic avenue of transition from past employment to future positions.

What is the role and setting of the internship? During the internship the candidate should be in a role that is somewhat unfamiliar to him and preferably in an unfamiliar setting. The newness of the role and the setting provide for the opportunity of professional development in the context of unfamiliar challenges. The role should be related to both the career aspirations and the educational objectives of the candidate. In some cases the internship may lead to the identification and development of a dissertation problem.

What does the intern do? The intern is a professional employee, an observer, and a student. While the intern may function as a professional, he also will be an observer of methods, techniques, and procedures used to solve pertinent problems. He will become acquainted with the multitude of tasks requiring specialized knowledge which will test his interest and abilities relative to his chosen career.

When is the internship scheduled? The internship should not be scheduled prior to the accumulation of approximately 48 credit hours of course work at the graduate level. A majority of the courses embraced in the core and/or selected

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area of emphasis should be included in the 48 credit hours.

The internship is usually sequenced in the program following a major portion of the course work but preceding the dissertation study. In this way, theory learned in the classroom can be applied to practical problems.

What is the duration of the internship? The internship consists of a full-time experience that is essentially one academic semester in length. Beginning and ending dates can be adjusted throughout the year to the schedule or cycle of the cooperating agency. The candidate will register for the internship during the fall or spring semester in which the internship is to be completed and/or credit is to be received.

What steps are necessary to establish a candidate in an internship position? Establishing a candidate in an internship is a cooperative effort among at least three parties -- the candidate, the adviser, and a representative from the cooperating agency. The agency or agencies which might provide developmental experiences needed by the candidate are identified, surveyed, and approached to cooperate in the endeavor. Both the candidate and adviser may play an active role in this process. When all parties have indicated a desire to cooperate in the internship, details of the arrangement will be specified in writing and constitute an agreement among the three parties. The responsibilities of each of these parties will be outlined in the agreement. The adviser is responsible for final arrangements with the cooperating agency.

Who is responsible for the advisement of candidates? The primary responsi-

bility for advisement rests with the candidate's adviser. Within the clinical setting, a practicing member of the profession employed by the cooperating agency will be designated as intern supervisor. Strengthening the candidate academically, technically, socially, and psychologically is contingent upon adequate advisement.

Can the internship be done part-time while holding a full-time position? The internship is perceived as a full-time learning experience set up in the context of a real, meaningful situation. Pursuing the internship part-time or on weekends and evenings while holding a full-time position is not an option offered the candidate.

Is a student permitted to take course work in addition to the internship? Yes. The 6 credits granted for the internship may be a major part of the semester credit load; however, additional credits may be elected. If a minimum of 9 credits is carried during the fall or spring semester (including the internship), it is possible to satisfy both the internship and half of the residency requirement during a period of one semester.

What financial arrangements can the intern expect? The intern can and should be an asset to the cooperating agency. On this basis, it is fair for the intern and his adviser to negotiate with the cooperating agency for a stipend. The intern should be covered by workmen's compensation and possibly other fringe benefits.

On what basis will the intern be evaluated? Progress will be measured by the adviser in accordance with the training agreement. The intern will be required

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to provide evidence of his accomplishments, as determined by the intern, the adviser, and the cooperating agency.

What are some of the responsibilities of the Department of Vocational-Technical Education and/or the adviser?

1. Confer with advisee about objectives, setting and conditions of the internship including evaluation.
2. Inform potential cooperating agencies regarding the operation, objectives and mutual benefits of the internship program in vocational-technical education.
3. Identify cooperating agencies and initiate agreements with them.
4. Provide time and personnel for supervising the intern while he is assigned to the cooperating agency.
5. Provide a system of continuous feedback from interns and from cooperating agency personnel as a means of assessment and evaluation and for suggested modification of the total educational experience.

What are some of the responsibilities of the cooperating agency?

1. Help identify and recommend learning stations appropriate to the objectives of the internship, thus enabling interns to experience as full a range of responsibilities as possible.
2. Accept interns as legally responsible professional educators or researchers and place them under a contract with a stipend.
3. Identify and recommend resident supervisors appropriate to the responsibilities of the interns.
4. Provide interns with the opportunity to participate in required university activities, e.g. research seminars and conferences.

5. Assist in the evaluation of each intern on a continuous basis with regard to the quality of his output and his development in the role of administrator, teacher, or researcher.

6. Participate in the on-going planning and evaluation of the internship program in vocational-technical education.

What are the responsibilities of the intern?

1. Discuss the objectives, setting and conditions of the internship in an exploratory conference.

2. Identify some of the types of evidence to be used for evaluative purposes consistent with the objectives of the internship.

3. Perform in a professional manner.

4. Be available for periodic conferences with the adviser during the internship.

5. Provide the adviser and/or cooperating agency with such written evidence as they may deem necessary for evaluative purposes.

What should be done if questions were not answered in this brochure?

Candidates who have questions about the doctoral internship which have not been answered satisfactorily in this brochure should seek the answers from their respective advisers. Those from cooperating agencies and others who have questions about the doctoral internship which have not been answered satisfactorily should write to the Department of Vocational-Technical Education, Rutgers University, The State University of New Jersey, New Brunswick, New Jersey 08903.

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APPENDIX B

SAMPLE MEMORANDA OF UNDERSTANDING

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Date

Dr. _____
Dean of Students
County College

Dear Dean _____:

Thank you for your agreement to provide an internship for _____ at _____ County College as part of his doctoral program at State University.

The internship is designed to be a full-time experience, beginning May 1, 1971 and continuing through August 14, 1971, under your supervision. For his services, Mr. _____ will receive approximately $1,140 from _____ County College.

As conceived, the internship will involve two primary areas:

1. The development of a model for the utilization of professional student personnel counselors within the educational program of individual academic departments.

2. Clinical experience in the area of admissions counseling, student programming, and related institutional research.

   A. Survey of procedures at similar institutions.
   B. Development of a systems approach.
   C. Evaluation of transcripts and admissions records.
   D. Coordination of testing.
   E. Evaluation of test data.
   F. Pre-registration counseling.
   G. Curriculum advisement.
   H. Programming of entering students.
   I. Collection of data concerning student characteristics.
   J. Analysis of data by programs entered.
   K. Recommendations regarding procedures and curriculum revision.

Evaluation of the internship experience will be based upon reports submitted by Mr. _____ and evaluations of the parties concerned.

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Please sign one copy of this letter of agreement and return it to me. If you have any questions regarding the internship, please feel free to contact me.

Sincerely,

_____, Internship Adviser
State University

_____, Internship Supervisor
County College

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Internship

Memorandum of Understanding

TO: Dr. _____, Cooperating Agency Supervisor
Mr. _____, Intern

FROM: _____, Internship Adviser

DATE: _____

The understandings relative to Mr._____'s internship at _____ University, _____, are as follows:

1. The duration of the internship shall be from September 2, 1969 until December 19, 1969.

2. Mr. _____, the intern, will function as an adjunct staff member with a nine credit hour load.

   Six hours will be devoted to teaching a basic curriculum course, "Analysis Techniques in Course Construction." Mr. _____ will teach two sections of the course.

   Three hours will be given to the organization of a Key Sort Cumulative Record System. The System has potential for scheduling, student records, and administrative functions.

   Mr. _____ will have permission to attend department meetings. In essence, he will for all practical purposes become a member of the department.

3. Mr. _____ will spend three days per week at _____ University meeting the internship requirements. Evening classes during two of the days each week will extend the time beyond the normal work day.

4. A sum of no less than $3250 will be paid the intern as partial compensation for his services. The intern will be covered by Workman's Compensation.

5. Dr. _____ will supervise the intern while on the internship at _____ University.

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6. The intern will receive clerical and secretarial help as required by assignments made to him.

7. For evaluative purposes the intern will submit to his Internship Adviser, _____, lesson plans used to teach the course and a manual on the implementation of the Record System. The Internship Adviser has the privilege of visiting the intern on occasion.

This Memorandum of Understanding is agreed to by the following parties:

_____
, Internship Supervisor
_____ _____University

_____
, Intern

_____
, Internship Adviser
State University

December 19,

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Internship

Memorandum of Understanding

TO: Dr. _____, Assistant Commissioner
Division of Vocational Education
State Department of Education

Mr. _____, Intern

FROM: _____, Internship Adviser
State University

DATE: _____

This is to confirm our agreement to have _____, my advisee, serve an internship with you in terms of the Leadership Training Institute Program. We are, of course, delighted that Mr. _____ will have such an opportunity, and it is our understanding that he will be exposed to the following experience:

1. The production of a paper on the topic of leadership and leadership training. This experience should be valuable not only for understanding the nature of the leadership training institute and helping to contribute to future success, but may well serve as a review of the literature for a dissertation.

2. Involvement in the preparation of regional leadership training institutes, including development of position papers, programs, materials, etc. This experience should provide _____ with exposure to the whole area of personnel development.

3. Interaction with acknowledged leaders in the field of vocational-technical education, especially in the area of educational professional development. The value of this opportunity speaks for itself.

4. Involvement in the financial aspects of the Leadership Training Institute Program. It goes almost without saying, that no administrator can gain too much experience in this aspect of administration.

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5. Visitations to outstanding colleges in the area of vocational education, namely:

   A. & M.
   State College
   Community College

6. Involvement in the preparation of the final report for the leadership training institute. This, and the overall experience, should provide a more complete comprehension of:

   (1) The theory and implementation of professional leadership development.
   (2) The state and federal laws pertaining to vocational education.

As you know, the internship requirement runs for a fifteen week period of full-time involvement, and the intern is required to supply his adviser with a weekly log describing the experiences and a summary of the entire fifteen weeks in terms of his career goals and objectives.

Again, we are delighted that _____ is having this opportunity, and we would appreciate the signatures on this Memorandum of Understanding, making this official for our records.

_____
, Internship Supervisor
State Department of Education

_____
, Intern
State University

_____
, Internship Adviser
State University

Date

Dr._____
Executive Vice President
District Office
_____Community College
_____, Ohio

Dear Dr._____:

I am, of course, delighted with your announcement that you will supply an internship opportunity for _____. I am sure Mr._____ looks upon the opportunity as a real challenge.

As you indicate in your correspondence,_____will be engaged full-time for a period of sixteen (16) weeks and be afforded opportunities in the area of Administration both at your Metropolitan Campus as well as your Western Campus. I would hope during this period that he would have exposure to the multiplicity of problems faced by your Community College, and at the same time, assume some minor responsibilities for their solution.

In turn, we would expect Mr. _____to keep a daily log of his activities (a copy of which will be provided me on a weekly basis) and a final report not to exceed five to six pages which would relate his intern experience to his future goals and objectives.

I would hope to have the opportunity to visit Mr._____ at least once during the sixteen (16) week period and to become better acquainted with you and your institution with the hopes that this arrangement for interns could be continued.

Sincerely,

cc:

APPENDIX D

PROCEEDINGS OF FEEDBACK SESSION

APRIL 21, 1972

Submitted by:

Florence Mintz

Research Assistant

Proceedings of the Feedback Session

April 21, 1972

The session was formally opened with a welcoming speech by Elaine W. House. Charles Drawbaugh, Chairman of the Department of Vocational-Techincal Education introduced the guests, visiting university faculty, department faculty members, and new doctoral students present. At this time, the meeting was turned over to Mrs. Florence Mintz, Research Assistant.

Three presenters, representatives of cooperating institutions, had previously been asked to speak on the theme "The Internship Concept as a Required Component of a Doctoral Program." Observed strengths and weaknesses of the internship as it is presently implemented was considered as a sub theme. Each of the presenters spoke from his vantage point as the present or former cooperating supervisor of one or more interns from the department.

Dean Franklin Conary of Brookdale Community College addressed his remarks to the competencies required for the internship and the role of the internship as a training vehicle. University preparation prior to the internship was stressed. He suggested that the internship could be made more valuable if pre-internship learning experiences

were focused more directly on the kinds of duties interns would encounter thus enabling the intern to become involved in actual participation much earlier and easily.

The second presenter, Dr. Addison Hobbs of Washington Technical Institute, began with a definition of the internship and its purpose. He discussed the kinds of experiences afforded by the internship and the intern qualifications sought by the supervisor.

The presentation of Dr. Ellis Thomas, Director of Program Services, Division of Vocational Education, N. J. State Department of Education, ranged over a number of topics with particular attention to the scope and structure of the internship. Among the areas touched was the relationship between the experiences offered and the interns' expectations. Alternatives to the internship as it is presently implemented were suggested, e.g., editing a newsletter, serving on the Executive Board of a professional organization.

The speakers were in agreement as to the value of the internship as a training vehicle; however there was some divergence of opinion concerning the level of competencies required by the intern. Since the internship poses a budgetary problem for the supervisor, two of the speakers referred to this as a potential weakness in implementation.

Following the presentations, those attending broke up into small group sessions to consider: (1) ways of evaluating the internship, (2) formal versus informal evaluation, and (3) suggestions for implementing and/or improving evaluative feedback. Packets containing forms for intern-supervisor evaluation used by other institutions were distributed. Additionally, those participating were asked to complete a questionnaire. Myron Corman and Francis Sakiey who are completing dissertations on the internship concept were introduced and acted in a floater-discussant capacity among groups. Others in this capacity included Drs. House, Conary, Hobbs, and Thomas as well as Mrs. Mintz. Group recorders consisted of Robert Dobbins, Walter Connell, Dennis Golaleck and John Riley.

Results of the group sessions disclosed a general consensus. Both faculty and students termed the internship an individual situation which could not be adequately evaluated by means of a check-list. All preferred a loosely structured evaluation with guidelines being stipulated in the memorandum of understanding. A suggestion for more seminars to air problems was made by one group. The question of how to evaluate the intern and not the internship was posed by Dr. Schaefer.

A breakdown of the attendance follows:

Presenters	3
Visiting University Faculty	1
Advisory Committee	1
Cooperating Supervisors	2
Department Faculty	8
Students	35
Total	50

Results of the Feedback Questionnaire

1. All felt that intern should sign memorandum of understanding; most felt that cooperating supervisor and university monitor (presumably adviser) should sign. Interesting to note slight disparity (Table I) between the two.

2. Half felt that contact for internship should be a joint faculty-student venture. Most of remainder would opt for responsibility to rest with student. Implications? (Table II)

3. Basically, the supervision of interns should be shared by supervisors in the field and university monitors (presumably advisers).

4. How often should the intern be supervised, and by whom? Results were inconclusive. Half wanted fairly

close supervision by the internship superviser and half preferred infrequency supervisory contact by university monitor. In any case, one-third did not respond to this item and it was assumed that they had no strong opinion in the matter.

5. Expressed desire for a pre-internship orientation program (Table V). This could include many topics. Those suggested were:

1. Rotation through experiences lacking in the individual's background
2. Acceptable reporting methods on internship activities, including how to report, what to report, and when to report
3. Strategies for setting up the internship with emphasis on making the contact and drawing up the contract (e.g. memorandum of understanding)
4. Delineation of responsibilities of the university and university monitor
5. Information pertinent to organizational procedures and program, general, and employee requirements of the cooperating institution
6. A simulation course to bridge the gap between the school and the actual internship experience

7. Obligations of advisers
8. Overview of intern's goal and the objectives of the administrative agency, including a statement of behavioral objectives and specification of the activities that will meet these objectives
9. Information pertinent to the financial aspects of the internship
10. Records and reports to be kept by cooperating institution
11. Introduction to principals

6. Most favored means of evaluation: logs, final reports and seminars. Interestingly, a majority did not respond to the item concerning oral reports. These 15-minute oral reports may provide the faculty with an additional means to assess student performance--namely, to introduce, develop and summarize a topic in a quarter hour or less. Although beyond the scope of this project, it may be said that many doctoral students do not appear willing or able to "speak on their feet"--a characteristic most desirable of any person who is considered for or assumes a leadership position.

7. Although more than half would opt for a one-semester internship, it was interesting to note that nearly one-fourth would prefer a full year. (Note: the

option of multiple internships was not offered.)

8. Basically, it was felt that the evaluation of the intern's performance should not be assessed by means of a common form.

TABLE I

SIGNATORIES TO INTERNSHIP AGREEMENT
AS DESIRED BY 34 INTERNS AND FACULTY MEMBERS
IN ORDER OF CHOICE

Title	Number	Per Cent*
Intern	34	100
Cooperating Institutional Supervisor	33	97
University Monitor	29	85
Cooperating Institution	11	32
Other	1	3

*Percentages add up to more than 100 per cent because more than one response was possible.

TABLE II

INITIATOR OF CONTACT FOR INTERNSHIP POSITION
DESIRED BY 34 INTERNS AND FACULTY MEMBERS
IN ORDER OF CHOICE

Title	Number	Per Cent
Faculty Adviser and Intern	17	50
Intern*	13	38
Faculty Adviser	2	6
Other	2	6
Total	34	100

*5 Respondents noted this should be done after exploring a number of options.

TABLE III

ASSIGNMENT OF RESPONSIBILITY FOR SUPERVISION OF INTERNSHIP EXPERIENCES AS DESIRED BY 34 INTERNS AND FACULTY MEMBERS IN ORDER OF CHOICE

Designation	Number	Per Cent*
Cooperating Institutional Supervisor	34	100
University Monitor	29	85
Other	2	6

*Percentages add up to more than 100 per cent because more than one response was possible.

TABLE IV

FREQUENCY OF SUPERVISORY CONTACT AS DESIRED BY INTERNS AND FACULTY MEMBERS IN ORDER OF CHOICE

Supervisory Contact	Frequent		Infrequent	
	Number	Per Cent	Number	Per Cent
Cooperating Institutional Supervision	17	50	6	18
University Monitor	6	18	17	50
No Response	11	32	11	32
Total	34	100	34	100

TABLE V

IMPLEMENTATION OF ORIENTATION PROGRAM
PRIOR TO INTERNSHIP ASSIGNMENT AS DESIRED
BY 34 INTERNS AND FACULTY

Orientation	Number	Per Cent
Yes	21	62
No	8	24
Undecided	5	14
Total	34	100

TABLE VI

INTERNS' RESPONSIBILITIES TO THE UNIVERSITY
AS DESIRED BY 34 INTERNS
AND FACULTY MEMBERS

Responsibilities	Yes		No		Other		No Response	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Log	27	79	7	21				
Case Study			31	91	3	9		
Final Written Report	26	77	7	20	1	3		
Course Work	1	3	31	91	2	6		
Seminars	22	65			2	6	10	29
Private Consultations	10	29			8	24	16	47
Oral Reports	10	29			2	6	22	65

TABLE VII

LENGTH OF INTERNSHIP PERIOD AS DESIRED BY 34 INTERNS AND FACULTY MEMBERS

Length of Time	Number	Per Cent
One Semester	23	68
One Year	8	23
Other	2	6
Undecided	1	3
Total	34	100

TABLE VIII

ADOPTION OF UNIFORM METHOD OF EVALUATING THE INTERNSHIP AS DESIRED BY 34 INTERNS AND FACULTY MEMBERS

Adoption	Number	Per Cent
Yes	10	29
No	24	71
Total	34	100

APPENDIX C

INTERVIEW SCHEDULE

INTERVIEW SCHEDULE

INSTITUTIONAL BACKGROUND

I. Doctoral program, per se (get description)

II. Internship: -- How and when did the internship concept evolve?

a. As an EPDA condition?

b. As part of a prior program?

c. Did it involve careful, prior planning? If so, what?

d Do you use a pre-internship experience? If so, what?

A. Goals

1. What are the goals?

a. As stated in catalogue or written. (Secure copy, if possible.)

b. As stated in interview.

2. How were stated goals arrived at?

a. On-site input, i.e., from faculty, students, community, State Department, etc.

b. Outside input - other institutions, disciplines, etc.

3. Have goals remained the same since internship started?

B. Implementation:

1. Ongoing - or at a certain time in program?

2. For all students or just EPDA?

3. Are all internships the same?

4. Are they served in one, or a variety of settings?

5. Is credit given?

   a. If so, how much?

   b. Can credit be used to partially meet residency?

6. Stipend/Salary and benefits

   a. Is it assumed that a stipend will be paid?

   b. If so, what is average stipend?

   c. Any other benefits? Workmen's Compensation?

7. Is a formal Memorandum of Understanding drawn up?

   a. If so, what are salient features?

   b. Who draws up memorandum?

   c. Is there a common format? (Secure a copy.)

8. Role of the adviser

   a. Initiate internship or merely approve?

   b. On-site visitation(s) to monitor? How frequent?

   c. Amount of time required to monitor, negotiate, etc.

   d. Assessment of student progress

   e. Cost - if any - to institution (travel, faculty load, etc.)

9. Role of cooperating agency

   a. As employer

   b. Willingness to provide meaningful experiences

   c. Willingness to accept internship concept

   d. Willingness to provide data - during or post-internship for papers and dissertations

10. Role of others

   a. Is there a coordinator of internships?

   b. Is State Department of Education involved? If so, how?

C. Evaluation

1. How many students, including those presently, have served internship?

2. Have any evaluative studies been made, i.e. to relate goals to outcomes?

   a. Results?

   b. Copies available?

3. What are long range plans for evaluation?

4. Requirements on part of interns: daily log, paper, etc.

III. Demographic Data

A. How many interns have you turned out?

_____ Male _____ Female _____ Total

B. How many different cooperating agencies have you utilized in your intern program? Name some of them.

_____ Total _____

_____

_____

_____

C. How many faculty have you used in monitoring interns?

_____

_____

D. What is the mean age of your interns? _____

YOUR SUGGESTIONS FOR POLICIES GOVERNING
INTERNSHIP PROGRAMS

1. Agreements concerning the intern and his program should exist between (check all those which should sign agreement):

__cooperating institution supervisor __university monitor
__intern __cooperating institution
__other (please specify)_____

2. Application for internship: The initial contact should be made by:

__administration only __intern only
__faculty adviser __faculty adviser and intern
__other (please specify)_____

3. Supervision of the internship experiences: (check your suggestions)

Person	Yes	No	Freq.	Infreq.
university monitor	___	___	____	_____
cooperating institution supervisor	___	___	____	_____
other (who?)_____	___	___	____	_____

4. Should an orientation program be required prior to assignment?
____Yes ____No
If yes, what activities should be included in the orientation?

5. What requirements should the university hold the intern responsible for during the assignment?

___log. daily___, weekly___, final___, none___
___case study
___final written report
___course work
___seminars. weekly___, monthly___, other___, none___
___private consultations. weekly___, monthly___, other___, none___
___oral reports

6. Do you think the length of the internship period is long enough to accomplish its objectives? ___Yes ___No

If no, how long should it be?_____

7. Should we adopt a uniform method of evaluating the internship?

___Yes _____No

If yes, do you prefer any of those included in the packet?

	Oregon	Colorado	Neither
Intern's evaluation form	_____	_____	_____
Supervisor's evaluation form	_____	_____	_____

Final Report

Project No.
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AN IN-DEPTH STUDY OF THE INTERNSHIP CONCEPT AS PART OF THE DOCTORAL PROGRAM IN VOCATIONAL-TECHNICAL EDUCATION

The Internship in Vocational-Technical Education: A Manual

Part V

Elaine W. House

June 1972

Rutgers University
The State University of New Jersey
Department of Vocational-Technical Education
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New Brunswick, New Jersey 08903

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The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio 43210

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Introduction

At present, the internship in vocational-technical education is comparatively new and has not gained the virtually universal acceptance as a requirement for the advanced degree that it has in other field such as medicine or social work. These guidelines were developed based upon an analysis and synthesis of data obtained on-site from the eleven original EPDA 552 institutions and an in-depth evaluation of the internship at Rutgers University.

Institutions offering the advanced degree in vocational-technical education vary in size, geographical location, organizational patterns, etc. Fortunately for the field, students also differ widely in the amount and and types of educational and experiential background accrued before entering a doctoral program.

Thus, there is no ideal internship program, yet certain practices should be common to all successful programs of this nature. Particularly in the implementation phase, decisions must be made among alternative procedures to attain pre-determined goals.

Evolution of an Internship Program

No internship program should "just plain grow," nor should it be imposed by an outside agency upon the

department or division of a university offering the doctorate in vocational-technical education. It should evolve as the result of careful prior planning which may take a year or more. Planning for an internship program may be done by:

1. the regular Advisory Committee
2. an ad hoc Committee on the Internship
3. a Consortium, representing various academic fields and disciplines
4. a planning grant from the state or other outside agency

All of these practices, or a combination of several, may function well: all have been used. The important thing is to secure input from diverse sources: the consumers (student and potential cooperating agencies), the university administration, faculty representing various disciplines, the state department of education, and vocational educators from other institutions.

Goals or Objectives

Once established that an internship program is desirable, the next order of business is the formulation of goals or objectives. Whatever its composition and official designation, the planning committee should--in fact, must--establish the goals to be achieved by the

internship program. These are more important than goals to be achieved by the individual intern, which should vary considerably. Without pre-determined and clearly delineated goals, the institution has no baseline upon which to evaluate the program.

The precise wording of goals or objectives is of lesser import than the intent. A combination of the following may be considered:

1. to enable the intern to learn under the supervision of an experienced professional or recognized authority in the field
2. to enable the intern to perform the work assignment of a professional in the cooperating agency
3. to enable the intern to implement his preplanned objectives
4. to provide experiences planned to move the student from campus to his/her stated career goal
5. to provide supervised work experiences
6. to provide the intern with a set, or series, of experiences which he/she must examine, intellectualize, internalize and be able to generalize
7. to provide the intern with new experiences, practical in nature, in line with his/her career goals

8. to develop (or enhance) the intern's capacity to analyze a problem or situation and the resolution arrived at (the intern may or may not have contributed to this solution), to suggest alternative solutions, and hypothesize alternative results
9. to provide the intern an opportunity to perform in a variety of settings and to develop the expertise and skill to function in each
10. to provide the intern an opportunity to translate theory into practice
11. to require the intern to work in an unfamiliar milieu
12. to combine performance and learning in a non-campus setting
13. to enable the intern to build competency in a certain area

The foregoing list is in no special order of priority, nor is it intended to be exhaustive. However, it is representative of goals as reported in the eleven original EPDA institutions. It is desirable that these goals be stated in behavioral terms. In summary, the internship should provide experiences which are:

1. planned
2. supervised by a professional with recognized competence in his field

3. new, practical, bona-fide work in an unfamiliar setting
4. transition from past (or present) employment to career goals

Once arrived at, the goals should be made available in written form. This is imperative so that all concerned, particularly faculty, students and cooperating agency may clearly understand these goals, endorse them and strive to implement them.

Implementation

First and foremost, flexibility must be maintained. This is not always easy, since university, school, and/or department policy may impose constraints that are not readily overcome. However, if goals include, as has been suggested, tailoring the internship to fulfill the needs and objectives of each individual student, provision must be made to insure flexibility as the internship is implemented.

Policy decisions must be made concerning a number of matters. The following section presents a series of operational problems which must be resolved by the person (or persons) charged with implementing the internship as a component of a doctoral program.

Timing of the Internship

Ideally, the internship should come as early and as frequently as needed by the student. Doctoral programs in vocational-technical education attract increasing numbers of students whose prior education and experience are primarily in other fields--such as academic subjects (science, mathematics), guidance, business. In addition, the experience of many doctoral students has been limited to one service area--i.e., home economics, distributive education. For these students a series of field experiences should be provided. There is also some evidence that students wishing to pursue a career in research need an on-going series of internships, primarily campus-based, in order to gain competency. It is unlikely that a student will have had so much prior experience that no internship would prove appropriate or advisable.

If, for some reason, only one internship is feasible, it should come somewhere near the middle of the program. Prior to that time the student may be uncertain about, or in the process of changing, career goals, and faculty will not have had the opportunity for sufficient interaction with the student to advise constructively about the internship.

When students pursue all, or most, of their doctoral program on a full-time basis, as was the case with EPDA 552

Fellows, a series of "mini-internships" is suggested. These field experiences come early in the program and are part-time, unpaid, served in three or four agencies during a quarter or semester, and exploratory in nature. The intern functions primarily as observer and learner. "Mini-internships" serve most effectively to orient the student to the internship concept and to help him choose more wisely the type of agency most desirable for a full-time internship later in his program.

The Internship as a Requirement

Ideally, every doctoral student in vocational-technical education should have an internship. Since this is generally a full-time experience lasting from 16 - 22 weeks, some feel that the requirement may discriminate against the student who cannot take a leave of absence without suffering a real hardship. On the other hand, if longitudinal studies indicate that graduates who served an internship have more readily achieved their personal career goals, and the goals of the doctoral program as a whole, failure to require the internship may prove discriminatory. It would be sounder educationally to modify other aspects of their advanced degree program than to eliminate the internship as a requirement.

If the internship is not required, at least it must be available as an option to all doctoral students.

The Internship Setting

Unlike the "mini-internship," which is served in a variety of settings, the full-time internship should be served in one setting. This setting--or cooperating agency--will and should differ among students. It may be near campus (even campus-based), thousands of miles away, or outside the country. However, internships served great distances from campus pose additional problems in implementation.

All types of educational institutions, at all levels, elementary through graduate schools; local, state, regional and federal agencies; private industry; private and public research organizations; these represent only a partial list of potential internship sites. This aspect of implementation affords more latitude and flexibility than any other. But a wide range of choice may make choosing difficult; which, among attractive alternatives would be the most desirable? If circumstances allow, the student should be able to opt to serve two or more internships, each in a different agency.

Each cooperating agency can provide a variety of different work experiences. Thus, two or more students may serve an internship concurrently in the same agency, with each being confronted with a different set of problems and working with different associates.

Internship as a Course

Ideally, the internship should be offered as a course appearing in college or university catalogues as "Internship in Vocational-Technical Education" (Cr. 1-12 by Arrangement). This course should be offered each quarter or semester, including summer session.

How much credit (if any) may be applied to the advanced degree program will vary from institution to institution and may be contingent upon policy established outside the department or division offering the doctorate in vocational education. Yet, if the internship is adopted as a required component of the advanced degree, it would follow that program credit should be granted upon successful completion.

Whether a course pursued off-campus, full-time or not, should apply to the residency requirement (if any) has not been resolved. At present it is common practice to allow internship credit to partially satisfy the residency. Since the residency, as a concept, is under serious scrutiny in many institutions, most proceed to grant credit toward the residency unless or until challenged.

If no course entitled "Internship in Vocational-Technical Education" has been formally approved, and since the process of acquiring formal sanction to offer a new course may consume a year or two, alternative means to grant credit must be found. The most commonly available

are courses with titles such as "Field Study," "Field Experience," and "Independent Study."

The Stipend or Salary

Since a good portion of the intern's time should be spent in bona fide work, he or she should receive a stipend/salary. An exception may be in cases when the intern is already receiving a substantial fellowship to allow full-time study for the advanced degree.

The rationale for this position is that doctoral students have a considerable amount of expertise and promise, or they would not have been accepted into the doctoral program. This experience has been enhanced by course work. Thus, these students have something to offer the cooperating agency and the university expects them to make a solid contribution to that agency during the time spent on internship. Clearly, they should be remunerated.

The amount of the stipend or salary should be negotiable and may remain confidential between intern and cooperating agency. It must be noted that, in institutions where the internship is a written requirement for fulfillment of the doctoral degree, a stipend may be preferred to a salary. If properly documented (and this generally constitutes submitting a copy of the written program requirements and the Memorandum of Understanding), the stipend is not subject to

federal income tax. Such is not the case with a salary received.

In addition to the stipend/salary, the intern should be reimbursed for travel and other expenses incurred in his work assignments. It is advisable to look into the matter of Workmen's Compensation to determine if coverage exists. Other benefits are negotiable.

The Memorandum of Understanding

In all cases, a Memorandum of Understanding (or Memorandum of Agreement) should be drawn up to signify that the internship is a contractual arrangement among the cooperating agency, the educational institution and the intern. This stipulation applies to short-term or "mini" internships as well as full-time internships lasting four months or more.

Although a common format may be, and often is, used for all internships initiated from a given institution, it is suggested--again, to preserve flexibility--that there be no common format. So long as certain items are covered, these Memorandums may vary considerably--Appendix A contains formats which have been used.

Salient features of all Memorandums of Understanding, whether an individualized or common format is employed, are:

1. Duties of the cooperating agency, including

the supervisor

2. Duties--work assignment(s)--of the intern
3. Responsibilities of the university and/or internship monitor
4. Title to be assumed by the student while serving the internship
5. Starting and ending dates of the internship
6. Provision for remuneration for travel and other expenses incurred by the intern in performing work assignments

In addition, Memorandums may refer to:

1. Stipend to be received
2. Freedom to return to campus on occasion
3. Provision for additional benefits
4. Duties or responsibilities of additional personnel

This Memorandum should be signed by all parties concerned:

1. Internship supervisor at the cooperating agency
2. Internship monitor/coordinator representing the university
3. Intern
4. Others, as appropriate

All parties sign each copy of the Memorandum. The original document should remain with the cooperating agency, and a copy forwarded to each of the others involved.

The Memorandum of Understanding, regardless of the format selected, must clearly define the objectives of the intern and his/her duties. The role and responsibility of the cooperating agency (or the internship supervisor) and the university must also be described. If this is not done, no baseline will be established upon which to assess the performance of the intern.

The first draft of this Memorandum may be drawn up by the student, the adviser (or internship coordinator), or someone representing the cooperating agency. In fact, it is advisable that the student submit to the university, in a formal proposal or memorandum, a statement of the outcomes desired and anticipated from the internship before any contacts are made with a cooperating agency.

Since the internship is a recognized component of a program leading to the advanced degree in vocational-technical education, the formal Memorandum of Understanding should be drawn up by the university representative (adviser or internship coordinator) and sent out under the appropriate letterhead. The original should be forwarded to the cooperating agency, together with copies for intern, adviser and cooperating aupervisor (if needed). The university representative (adviser or internship coordinator) should sign all copies of this Memorandum, including the original, prior to dissemination.

Again, alternatives are suggested, since faculty and staff roles vis-a-vis graduate students tend to vary considerably across and within institutions. However, the university must assume responsibility for implementation of the internship, whether it is a required or elective component of a doctoral program.

In institutions where it is a policy to assign an adviser upon a student's being accepted or matriculated into a doctoral program, and the adviser is expected to play a key role in working with the student until graduation, the adviser should be actively involved in negotiating and monitoring the internship. Duties which may be included are:

1. Suggesting various sites for the student's consideration
2. Making prior contact with cooperating agency; if indicated, accompanying student to initial interview
3. Formulating the Memorandum of Understanding--with or without substantial input from student. (It is desirable that the student submit an internship proposal or a list of objectives to be attained via the internship upon which the Memorandum may be based.)
4. Visiting the cooperating agency to monitor the

intern--at least once for a "mini-internship" and twice for a full-time internship.

5. Determining the method(s) to be used to evaluate the intern's performance and implementing the technique(s) decided upon.

If the role of the adviser is less clearly delineated, an Internship Coordinator may assume some or all of the duties enumerated above. However, the adviser should be kept informed of the student's internship activities, formally (copies of correspondence, seminars, evaluative reports) and informally (conferences and memorandums). A suggested job description for the Internship Coordinator may be found in Appendix B.

Role of the Intern

The prospective intern should play a key role in determining the internship site, formulating objectives to be attained, negotiating stipend/salary and other benefits. During the internship he must endeavor to fulfill the contractual agreement as outlined in the Memorandum of Understanding. At the same time he must bear in mind that he is both an employee of the cooperating agency and a representative of his own educational institution.

Role of the Cooperating Agency

The primary responsibilities of the cooperating agency through its agent, the internship supervisor are:

1. To understand and support the internship program and its function as a component of an advanced degree program as outlined by the educational institution.
2. To provide the experiences and assign meaningful tasks so that the intern may reach his previously determined objectives.
3. To share with the university the responsibility of assessing the intern's performance.

Evaluation

Two types of evaluation are needed. First, each intern's performance must be assessed. This is particularly important if course credit toward the degree is granted. Secondly, the internship program should be subject to periodic review and modification.

Assessment of the Intern

Procedures most commonly used are:

1. Analysis of logs or journals, submitted by the intern on a weekly basis.
2. Analysis of the intern's summary report submitted upon completion of the internship.

3. Analysis of an evaluation form or rating scale completed by university monitor, intern and supervisor in the cooperating agency. (Examples of the rating form may be found in the Appendix.)

All or a combination of these procedures may be used. In addition, intern should return to campus on a regular basis for formal or informal seminars. Also, a representative from the university--adviser or internship coordinator--should periodically visit the intern in the field.

Although evaluative techniques will vary in sophistication across institutions, they should all be designed to measure: (a) the extent to which the goals as outlined in the Memorandum of Understanding have been achieved; and (b) the extent to which the student is able to analyze and internalize the experiences provided by the internship and apply the knowledge and insight gained to new and unfamiliar situations.

Evaluation of the Internship Program

Provision must be made to periodically evaluate the goals as established by the educational institution, each aspect of implementation of the internship, and the assessment techniques themselves. Input must be obtained from faculty, students (graduates) and the cooperating agency. In addition, advisory committees and educators from other

institutions and disciplines should contribute to the evaluation.

It is suggested that the internship program be evaluated every five years. Particular attention must be given to the development of instruments to measure the extent to which the internship has assisted the student to attain his or her career goals.

Summary

It is believed that if these guidelines are followed, an internship program can be planned, established and implemented which will serve as the "capstone" of an advanced degree program. Examples of Memorandums of Understanding, evaluation instruments, and a job description for the internship coordinator may be found in the Appendix.

APPENDIX

SAMPLE MEMORANDA OF UNDERSTANDING

JOB DESCRIPTION

SAMPLE INSTRUMENTS FOR EVALUATION

Date

Dr. _____
Dean of Students
County College

Dear Dean _____:

Thank you for your agreement to provide an internship for _____ at _____ County College as part of his doctoral program at State University.

The internship is designed to be a full-time experience, beginning May 1, 1971 and continuing through August 14, 1971, under your supervision. For his services, Mr. _____ will receive approximately $1,140 from _____ County College.

As conceived, the internship will involve two primary areas:

1. The development of a model for the utilization of professional student personnel counselors within the educational program of individual academic departments.

2. Clinical experience in the area of admissions counseling, student programming, and related institutional research.

   A. Survey of procedures at similar institutions.
   B. Development of a systems approach.
   C. Evaluation of transcripts and admissions records.
   D. Coordination of testing.
   E. Evaluation of test data.
   F. Pre-registration counseling.
   G. Curriculum advisement.
   H. Programming of entering students.
   I. Collection of data concerning student characteristics.
   J. Analysis of data by programs entered.
   K. Recommendations regarding procedures and curriculum revision.

Evaluation of the internship experience will be based upon reports submitted by Mr. _____ and evaluations of the parties concerned.

Please sign one copy of this letter of agreement and return it to me. If you have any questions regarding the internship, please feel free to contact me.

Sincerely,

_____

_____, Internship Adviser
State University

_____

_____, Internship Supervisor
County College

_____

_____, Intern

Internship

Memorandum of Understanding

TO: Dr. _____, Cooperating Agency Supervisor
Mr. _____, Intern

FROM: _____, Internship Adviser

DATE: _____

The understandings relative to Mr. _____'s internship at _____ University, _____ are as follows:

1. The duration of the internship shall be from September 2, 1969 until December 19, 1969.

2. Mr. _____, the intern, will function as an adjunct staff member with a nine credit hour load.

   Six hours will be devoted to teaching a basic curriculum course, "Analysis Techniques in Course Construction." Mr. _____ will teach two sections of the course.

   Three hours will be given to the organization of a Key Sort Cumulative Record System. The System has potential for scheduling, student records, and administrative functions.

   Mr. _____ will have permission to attend department meetings. In essence, he will for all practical purposes become a member of the department.

3. Mr. _____ will spend three days per week at _____ University meeting the internship requirements. Evening classes during two of the days each week will extend the time beyond the normal work day.

4. A sum of no less than $3250 will be paid the intern as partial compensation for his services. The intern will be covered by Workman's Compensation.

5. Dr. _____ will supervise the intern while on the internship at _____ University.

6. The intern will receive clerical and secretarial help as required by assignments made to him.

7. For evaluative purposes the intern will submit to his Internship Adviser, _____, lesson plans used to teach the course and a manual on the Implementation of the Record System. The Internship Adviser has the privilege of visiting the intern on occasion.

This Memorandum of Understanding is agreed to by the following parties:

_____

_____, Internship Supervisor
_____ University

_____

_____, Intern

_____

_____, Internship Adviser
State University

Internship

Memorandum of Understanding

TO: Dr. _____, Assistant Commissioner
Division of Vocational Education
State Department of Education

Mr. _____, Intern

FROM: _____, Internship Adviser
State University

DATE: _____

This is to confirm our agreement to have _____, my advisee, serve an internship with you in terms of the Leadership Training Institute Program. We are, of course, delighted that Mr. _____ will have such an opportunity, and it is our understanding that he will be exposed to the following experience:

1. The production of a paper on the topic of leadership and leadership training. This experience should be valuable not only for understanding the nature of the leadership training institute and helping to contribute to future success, but may well serve as a review of the literature for a dissertation.

2. Involvement in the preparation of regional leadership training institutes, including development of position papers, programs, materials, etc. This experience should provide _____ with exposure to the whole area of personnel development.

3. Interaction with acknowledged leaders in the field of vocational-technical education, especially in the area of educational professional development. The value of this opportunity speaks for itself.

4. Involvement in the financial aspects of the Leadership Training Institute Program. It goes almost without saying, that no administrator can gain too much experience in this aspect of administration.

5. Visitations to outstanding colleges in the area of vocational education, namely:

   A. & M.
   State College
   Community College

6. Involvement in the preparation of the final report for the leadership training institute. This, and the overall experience, should provide a more complete comprehension of:

   (1) The theory and implementation of professional leadership development.
   (2) The state and federal laws pertaining to vocational education.

As you know, the internship requirement runs for a fifteen week period of full-time involvement, and the intern is required to supply his adviser with a weekly log describing the experiences and a summary of the entire fifteen weeks in terms of his career goals and objectives.

Again, we are delighted that _____ is having this opportunity, and we would appreciate the signatures on this Memorandum of Understanding, making this official for our records.

_____
, Internship Supervisor
State Department of Education

_____
, Intern
State University

_____
, Internship Adviser
State University

Date

Dr. _____
Executive Vice President
District Office
_____ Community College
_____, Ohio

Dear Dr. _____:

I am, of course, delighted with your announcement that you will supply an internship opportunity for _____. I am sure Mr. _____ looks upon the opportunity as a real challenge.

As you indicate in your correspondence, _____ will be engaged full-time for a period of sixteen (16) weeks and be afforded opportunities in the area of Administration both at your Metropolitan Campus as well as your Western Campus. I would hope during this period that he would have exposure to the multiplicity of problems faced by your Community College, and at the same time, assume some minor responsibilities for their solution.

In turn, we would expect Mr. _____ to keep a daily log of his activities (a copy of which will be provided me on a weekly basis) and a final report not to exceed five to six pages which would relate his intern experience to his future goals and objectives.

I would hope to have the opportunity to visit Mr. _____ at least once during the sixteen (16) week period and to become better acquainted with you and your institution with the hopes that this arrangement for interns could be continued.

Sincerely,

cc:

Memorandum of Understanding

Vocational Education Leadership Development Program

COOPERATING AGENCIES — Division of Vocational, Adult and Community College Education, Oregon State University and the _____.

PARTICIPATING VELDP INTERN

TIME PERIOD OF AGREEMENT

LOCAL INTERN SUPERVISOR

INTERN COSTS — Salary Assessments: $6,000 per academic year to be paid in equal monthly installments. The following options will be offered to the intern:

a) $6,000 in regular monthly installments;

b) $5,400 in regular monthly installments with $600.00 paid the intern at the completion of summer school.

Travel: $500.00 to be paid to the intern for regular and

ordinary expenses normally associated with OSU program responsibilities. These funds will be provided to the intern by the local cooperating agency.

RESPONSIBILITIES

Intern: 1) Provide professional services equal to one half or its equivalent of a normal work week, not to exceed 80 man hours per month, to the local agency assigned.

2) Attend weekly seminars and field programs sponsored by the Division of Vocational, Adult and Community College Education.

3) Provide a comprehensive monthly written report to the OSU field supervisor.

O.S.U.: 1) Provide adequate professional supervision and coordination for the program and to the intern.

2) Conduct quarterly meetings of all local intern center supervisors.

3) Conduct regularly scheduled seminars and field programs for the intern no more frequently than one day per week during the contractual period.

Local Agency: 1) Provide funds for one-half time professional services of assigned intern directly to the intern.

2) Provide professional supervision and guidance for the intern while performing assigned duties and responsibilities.

3) Provide a reasonable opportunity for the intern to accomplish his/her indicated goals and objectives.

4) Afford the intern all professional rights and privileges normally allowed regular staff personnel.

5) a. Reimburse the intern for regular and ordinary expenses normally associated with the intern program responsibilities conducted and sponsored by the Division of Vocational, Adult and Community College Education in Oregon.

b. Reimburse the intern for regular and ordinary expenses normally associated with agency sponsored field activities.

6) The local intern supervisor (or suitable representative) will attend quarterly meetings as scheduled by the Division of Vocational, Adult and Community College Education.

DATE OF AGREEMENT _____

SIGNATURES:

_____ _____

Local Agency Representative Oregon State University

_____

VELDP Intern

YOUR SUGGESTIONS FOR POLICIES GOVERNING INTERNSHIP PROGRAMS

1. Agreements concerning the intern and his program should exist between (check all those which should sign agreement):

___cooperating institution supervisor ___university monitor
___intern ___cooperating institution
___other (please specify)_____ _____

2. Application for internship: The initial contact should be made by:

___administration only ___intern only
___faculty adviser ___faculty adviser and intern
___other (please specify):___ _____

3. Supervision of the internship experiences: (check your suggestions)

Person	Yes	No	Freq.	Infreq.
university monitor	___	___	____	_____
cooperating institution supervisor	___	___	____	_____
other (who?)_____	___	___	____	_____

4. Should an orientation program be required prior to assignment?
___Yes ___No

If yes, what activities should be included in the orientation?

5. What requirements should the university hold the intern responsible for during the assignment?

____log. daily____, weekly____, final____, none____
____case study
____final written report
____course work
____seminars. weekly____, monthly____, other____, none____
____private consultations. weekly____, monthly____, other____, none____
____oral reports

6. Do you think the length of the internship period is long enough to accomplish its objectives? ___Yes ___No

If no, how long should it be?_____

7. Should we adopt a uniform method of evaluating the internship?
___Yes ___No

If yes; do you prefer any of those included in the packet?

	Oregon	Colorado	Neither
Intern's evaluation form	_____	_____	_____
Supervisor's evaluation form	_____	_____	_____

RUTGERS UNIVERSITY *The State University of New Jersey*

GRADUATE SCHOOL OF EDUCATION
Department of Vocational-Technical Education
New Brunswick, New Jersey 08903
Tel. 201-247-7636, 247-1766 Ext. 6937

Dear Former Intern:

We are presently conducting a study to determine the effectiveness of the doctoral internship program in vocational-technical education as offered by Rutgers University. Included in this study are all of the former interns who have participated in the internship program.

This study will be a first attempt to assess the effectiveness of the internship as a requirement of a doctoral program in vocational-technical education. In order to evaluate, strengthen and expand the existing program, we are requesting you to complete the following questionnaire.

Please take a few minutes of your time to provide the necessary information and return this form in today's mail. Naturally, all responses will be kept anonymous. Your cooperation in this matter will be greatly appreciated.

Respectfully yours,

Myron N. Corman
Director of COPE

Dr. Carl J. Schaefer
Professor of Education

A Research Activity of
RUTGERS UNIVERSITY
The State University of New Jersey

THE DOCTORAL INTERNSHIP QUESTIONNAIRE

PART A

Instructions: Complete the following by filling in the blank spaces provided.

1. Place of internship _____

_____

2. Age when internship began _____

3. Area of specialization in the doctoral program _____

4. Nature of major (internship) activity _____

_____

_____

5. Title of present position _____

_____

6. Title of position held prior to the internship _____

_____

7. Title of position accepted or to which you returned upon completion of your internship _____

8. Level of academic achievement at the time you became a doctoral intern (number of credits completed in the doctoral program) _____

9. Amount of stipend/salary received _____

10. Semester and date of internship _____

11. Number of weeks spent on internship _____

12. Academic preparation:

	Degree	Institution	(Service) Area
Baccalaureate			
Graduate			

Instructions: Please fill-in the appropriate responses that characterize your occupational and educational background. Be sure to mark all appropriate responses and indicate the number of years of experience in the blank space provided to the right of the brackets.

13. Occupational work-experience:

a. () ___ operative
b. () ___ craftsman or foreman
c. () ___ clerical
d. () ___ professional
e. () ___ technical
f. () ___ manager or proprietor
g. () ___ sales
h. () ___ laborer
i. () ___ farmer or farm manager
j. () ___ private household
k. () ___ other _____

14. Educational work-experience:

a. () ___ comprehensive high school
b. () ___ self-contained vocational high school
c. () ___ area vocational high school
d. () ___ technical institute
e. () ___ community college
f. () ___ four-year college or university
g. () ___ state department of education
h. () ___ other _____

a. () ___ teacher
b. () ___ counselor
c. () ___ coordinator
d. () ___ supervisor
e. () ___ principal
f. () ___ director
g. () ___ researcher
h. () ___ administrator
i. () ___ other _____

15. Sex: () male () female

PART B

Instructions to Respondents: Listed below are a number of task statements that have been developed to assess the effectiveness of the doctoral internship program in vocational-technical education. You are requested to respond with a "yes" or "no" answer indicating whether or not you did perform the tasks described. These statements describe activities and knowledges that administrators, college teachers and researchers in vocational-technical education should perform or possess.

Each task statement is followed by two responses - YES and NO. Please fill-in the response that indicates whether or not you performed the task described.

RESPONSES YES	RESPONSES NO		TASK STATEMENTS
While on your internship did you:			
()	()	1.	Acquire a working knowledge of vocational-technical education at the state level.
()	()	2.	Participate in programs concerned with school-community relations.
()	()	3.	Implement federal, state or local legislation relating to vocational-technical education.
()	()	4.	Serve as a speaker.
()	()	5.	Write and/or edit a report(s).
()	()	6.	Work on curriculum studies.
()	()	7.	Acquire a working knowledge of vocational-technical education at the local level.
()	()	8.	Participate as a contributing committee member.
()	()	9.	Review and/or evaluate proposals.
()	()	10.	Evaluate the existing educational program.
()	()	11.	Interpret school law.
()	()	12.	Work with a curriculum advisory committee(s).
()	()	13.	Observe the interaction between high level personnel.
()	()	14.	Work in the area of special needs, i.e., disadvantaged, handicapped, etc.
()	()	15.	Prepare tables, graphs, etc.
()	()	16.	Participate in the up-dating of vocational curricula.
()	()	17.	Demonstrate your ability in decision-making.
()	()	18.	Tabulate research data.
()	()	19.	Assume responsibility in your particular position(s).
()	()	20.	Participate in the planning and/or designing of vocational facilities.
()	()	21.	Participate in released-time activities.
()	()	22.	Write and/or edit a proposal(s).
()	()	23.	Work on cost-benefit analysis studies.
()	()	24.	Acquire a knowledge of the organizational structure of the institution.
()	()	25.	Meet with (recognized) leaders in the field.

RESPONSES YES	RESPONSES NO		TASK STATEMENTS
()	()	26.	Contribute to the objectives and/or philosophy of the department.
()	()	27.	Work with a (general) advisory committee(s).
()	()	28.	Participate in organized meetings as a recognized member.
()	()	29.	Acquire a working knowledge of vocational-technical education at the federal level.
()	()	30.	Conduct a historical study(s).
()	()	31.	Participate in seminars and/or workshops.
()	()	32.	Interpret federal educational legislation relating to vocational-technical education.
()	()	33.	Analyze and/or interpret statistical data.
()	()	34.	Conduct a descriptive study(s).
()	()	35.	Apply concepts of public relations.
()	()	36.	Compile and/or prepare periodic reports for distribution.
()	()	37.	Work with new instructional techniques.
()	()	38.	Work with (recognized) leaders in the field.
()	()	39.	Interact with local educational agencies as they relate to vocational-technical education.
()	()	40.	Speak to educational groups.
()	()	41.	Interact with professional organizations.
()	()	42.	Prepare budgets or budgetary items.
()	()	43.	Meet and/or work with (recognized) leaders in other disciplines.
()	()	44.	Participate as an author or co-author of a professional publication.
()	()	45.	Attend an in-service training program(s).
()	()	46.	Develop a working association with areas other than vocational-technical education.
()	()	47.	Develop instructional materials and/or educational media (software).
()	()	48.	Work with representatives of labor and industry in matters pertaining to the vocational education program.
()	()	49.	Work on follow-up and/or placement studies.
()	()	50.	Participate in an assessment of organizational needs.
()	()	51.	Prepare an examination(s).
()	()	52.	Work on facilities planning studies.
()	()	53.	Participate in the development of a new course and/or curriculum.
()	()	54.	Participate in the undertaking of studies and/or surveys.
()	()	55.	Serve as an educational consultant.
()	()	56.	Apply a multi-media approach to teaching.
()	()	57.	Review and/or evaluate department offerings.
()	()	58.	Participate in a program of vocational personnel recruitment.
()	()	59.	Perform a literature search for a project.
()	()	60.	Criticize research findings.
()	()	61.	Interact with federal educational agencies as they relate to vocational-technical education.

RESPONSES YES	RESPONSES NO		TASK STATEMENTS
()	()	62.	Interpret local educational policy relating to vocational-technical education.
()	()	63.	Serve as an academic advisor to students.
()	()	64.	Write and/or present research findings.
()	()	65.	Design an interview schedule.
()	()	66.	Apply knowledge of learning strategies.
()	()	67.	Supervise research assistants and/or clerks.
()	()	68.	Participate in institution-wide meetings as a contributing member.
()	()	69.	Develop leadership ability.
()	()	70.	Identify problem areas to be researched.
()	()	71.	Teach in a classroom situation.
()	()	72.	Serve as a panel member and/or a discussant.
()	()	73.	Design a questionnaire.
()	()	74.	Write and/or edit published materials.
()	()	75.	Interact with state educational agencies as they relate to vocational-technical education.
()	()	76.	Review and/or evaluate research projects.
()	()	77.	Supervise and/or direct the activities of other staff members.
()	()	78.	Observe students enrolled in supervised teaching or student teaching.
()	()	79.	Write an article(s) for publication.
()	()	80.	Recommend and/or select a person(s) for a professional staff position.
()	()	81.	Direct pre-service and/or in-service training programs.
()	()	82.	Set-up and/or code research data.
()	()	83.	Travel to educationally related institutions.
()	()	84.	Serve on a graduate committee.
()	()	85.	Develop a working knowledge of informational sources relating to vocational-technical education.
()	()	86.	Conduct an experimental study(s).
()	()	87.	Interpret state educational legislation relating to vocational-technical education.
()	()	88.	Participate in the formulation of policy.
()	()	89.	Demonstrate a knowledge of vocational curricula.
()	()	90.	Evaluate students.
()	()	91.	Criticize research designs.
()	()	92.	Participate in curriculum development.
()	()	93.	Work with state authorities in matters pertaining to the vocational education program.
()	()	94.	Demonstrate your ability in problem-solving.
()	()	95.	Work with lay groups in matters pertaining to the vocational education program.
()	()	96.	Speak to lay groups.
()	()	97.	Participate in departmental meetings as a contributing member.
()	()	98.	Design a study.
()	()	99.	Conduct research culminating in a comprehensive report.
()	()	100.	Participate in the preparation of proposals.

PART C

Instructions: Please fill-in the one response that indicates your reaction to each of the following questions.

1. If you had not received a stipend/salary would financing your internship have:
   a. () been a major problem?
   b. () been a minor problem?
   c. () not been a problem?

2. Who should be responsible for financing the doctoral internship program?
   a. () the intern
   b. () the cooperating agency
   c. () the sponsoring university
   d. () the state and/or federal government
   e. () professional organizations
   f. () combination of _____ _____ and _____

3. Which of the experiences proved to be of greater value to you in your professional preparation?
   a. () the internship
   b. () course work
   c. () both are of equal value
   d. () other _____ _____

4. How would you assess the manner in which your services as an intern were used?
   a. () a means of inexpensive labor
   b. () as a means of developing the attributes of a professional in the field of vocational-technical education
   c. () other _____ _____ _____

5. How long should the internship last?
   a. () one semester
   b. () two semesters
   c. () one full year
   d. () other _____ _____

6. When should the internship occur?
   a. () before the course work is completed
   b. () after the course work is completed
   c. () after the qualifying examination, but before the dissertation
   d. () after the dissertation

7. Did your internship assist you in developing an improved concept of theory in education?
   a. () none b. () little c. () some d. () much

8. Did the internship assist in the development of a more comprehensive concept of the duties, responsibilities and scope of the professional in vocational-technical education?
   a. () none b. () little c. () some d. () much

9. Did the internship provide the opportunity to put into practice the knowledges and skills developed through previous study?
   a. () none b. () little c. () some d. () much

10. Do you believe that all prospective vocational-technical educators would benefit from participation in a doctoral internship program?
a. () yes b. () no

11. Should the internship lead to permanent employment?
a. () yes b. () no

12. Should the internship be allowed to occur at an individual's (present) place of employment?
a. () yes b. () no

13. Would you summarize your reaction to your experiences as an intern?

_____

_____

_____

_____

14. In relation to your internship experience, would you please identify what you consider to be:

a. major strengths _____

_____

_____

_____

b. major weaknesses _____

_____

_____

_____

c. your recommendations for improvement _____

_____

_____

_____

_____

_____

_____

_____

THANK YOU!

RUTGERS UNIVERSITY *The State University of New Jersey*

GRADUATE SCHOOL OF EDUCATION
Department of Vocational-Technical Education
New Brunswick, New Jersey 08903
Tel. 201-247-7636, 247-1766 Ext. 6937

Dear Intern Supervisor:

We are presently conducting a study to determine the effectiveness of the doctoral internship program in vocational-technical education as offerred by Rutgers University. Included in this study are all the intern supervisors who have participated in the internship program.

This study will be a first attempt to assess the effectiveness of the internship as a requirement of a doctoral program in vocational-technical education. In order to evaluate, strengthen, and expand the existing program, we are requesting you to complete the following questionnaire.

Please take a few minutes of your time to provide the necessary information and return this form in today's mail. Naturally, all responses will be kept anonymous. Your cooperation in this matter will be greatly appreciated.

Respectfully yours,

Francis A. Sakiey
Assistant Professor of Business
Mercer County Community College

Dr. Carl J. Schaefer
Professor of Education
Department of Vocational-Technical Education
Rutgers University

DOCTORAL INTERNSHIP QUESTIONNAIRE

NAME OF INSTITUTION_____
ADDRESS _____
_____

PHONE NUMBER _____
INTERN'S NAME _____
INTERN'S AREA OF SPECIALIZATION_____
DATE OF INTERNSHIP _____

PERSONAL DATA

INSTRUCTIONS: Please answer the questions below. Check (/) where appropriate.

1. Sex:
   () 1. Male
   () 2. Female

2. Your age at the time of the internship:
   () 1. 20-29
   () 2. 30-39
   () 3. 40-49
   () 4. 50-above

3. Position held at the time of internship:

   _____

4. Length of time in this position:
   () 1. Less than one year
   () 2. 1 to five years
   () 3. 6 to 9 years
   () 4. 10 years and above

5. Major responsibilities in this position were/are:

   _____
   _____
   _____

6. Length of time with institution:
   () 1. Less than one year
   () 2. 1 to 5 years
   () 3. 6 to 9 years
   () 4. 10 years and above

7. Length of previous employment:
   () 1. Less than one year
   () 2. 1 to 5 years
   () 3. 6 to 9 years
   () 4. 10 years and above

8. Your academic preparation includes:
   () 1. Less than college
   () 2. 2 year college degree
   () 3. 4 year college degree
   () 4. Work beyond 4 year degree
   () 5. Master's degree
   () 6. Work beyond Master's
   () 7. Doctorate degree
   () 8. Other_____

   _____
   _____

9. Your baccalaureate degree is in what field:
   () 1. Vocational Education
   () 2. Home Economics
   () 3. Industrial Arts
   () 4. Business Education
   () 5. Educational Administration
   () 6. Business Administration
   () 7. Other_____
   _____

10. Your Master's degree is in what field:
   () 1. Vocational Education
   () 2. Home Economics
   () 3. Industrial Arts
   () 4. Business Education
   () 5. Educational Admin.
   () 6. Business Admin.
   () 7. Other_____
   _____

11. Your doctorate is in what field:
   _____
   _____

INSTRUCTIONS TO RESPONDENTS: Listed below are a number of task statements that have been developed to assess the effectiveness of the doctoral internship program in vocational-technical education. You are requested to respond with a "yes" or "no" answer indicating whether or not the internship was characterized by the presence of the tasks described below. These statements describe activities and knowledges that administrators, college teachers and researchers in vocational-technical education should perform or possess.

Each task statement is preceded by two responses - YES and NO.

Please indicate your response by filling in the appropriate block.

RESPONSES		TASK STATEMENTS
YES	NO	

Was the internship characterized by the presence of the opportunity to:

()	()	1.	Acquire a working knowledge of vocational-technical education at the state level.
()	()	2.	Participate in programs concerned with school-community relations.
()	()	3.	Implement federal, state, or local legislation relating to vocational-technical education.
()	()	4.	Serve as a speaker.
()	()	5.	Write and/or edit a report(s).
()	()	6.	Work on curriculum studies.
()	()	7.	Acquire a working knowledge of vocational-technical education at the local level.

RESPONSES YES	NO		TASK STATEMENTS
()	()	8.	Participate as a contributing committee member.
()	()	9.	Review and/or evaluate proposals.
()	()	10.	Evaluate the existing educational program.
()	()	11.	Interpret school law.
()	()	12.	Work with a curriculum advisory committee(s).
()	()	13.	Observe the interaction between high-level personnel.
()	()	14.	Work in the area of special needs, i.e., disadvantaged, handicapped, etc.
()	()	15.	Prepare tables, graphs, etc.
()	()	16.	Participate in the updating of vocational curricula.
()	()	17.	Demonstrate his ability in decision-making.
()	()	18.	Tabulate research data.
()	()	19.	Assume responsibility in his particular position(s).
()	()	20.	Participate in the planning and/or designing of vocational facilities.
()	()	21.	Participate in released-time activities.
()	()	22.	Write and/or edit proposal(s).
()	()	23.	Work on cost-benefit analysis studies.
()	()	24.	Acquire a knowledge of the organizational structure of the institution.
()	()	25.	Meet with (recognized) leaders in the field.
()	()	26.	Contribute to the objectives and/or philosophy of the department.
()	()	27.	Work with a (general) advisory committee(s).
()	()	28.	Participate in organized meetings as a recognized member.
()	()	29.	Acquire a working knowledge of vocational-technical education at the federal level.
()	()	30.	Conduct a historical study(s).
()	()	31.	Participate in seminars and/or workshops.
()	()	32.	Interpret federal educational legislation relating to vocational-technical education.
()	()	33.	Analyze and/or interpret statistical data.
()	()	34.	Conduct a descriptive study(s).
()	()	35.	Apply concepts of public relations.
()	()	36.	Compile and/or prepare periodic reports for distribution.
()	()	37.	Work with new instructional techniques.
()	()	38.	Work with (recognized) leaders in the field.
()	()	39.	Interact with local educational agencies as the relate to vocational-technical education.
()	()	40.	Speak to educational groups.

RESPONSES YES	NO		TASK STATEMENTS
()	()	41.	Interact with professional organizations.
()	()	42.	Prepare budgets or budgetary items.
()	()	43.	Meet and/or work with (recognized) leaders in other disciplines.
()	()	44.	Participate as an author or co-author of a professional publication.
()	()	45.	Attend an in-service training program(s).
()	()	46.	Develop a working association with areas other than vocational-technical education.
()	()	47.	Develop instructional materials and/or educational media (software).
()	()	48.	Work with representatives of labor and industry in matters pertaining to the vocational education program.
()	()	49.	Work on follow-up and/or placement studies.
()	()	50.	Participate in an assessment of organizational needs.
()	()	51.	Prepare an examination(s).
()	()	52.	Work on facilities planning studies.
()	()	53.	Participate in the development of a new course and/or curriculum.
()	()	54.	Participate in the undertaking of studies and/or surveys.
()	()	55.	Serve as an educational consultant.
()	()	56.	Apply a multi-media approach to teaching.
()	()	57.	Review and/or evaluate department offerings.
()	()	58.	Participate in a program of vocational personnel recruitment.
()	()	59.	Perform a literature search for a project.
()	()	60.	Criticize research findings.
()	()	61.	Interact with federal educational agencies as they relate to vocational-technical education.
()	()	62.	Interpret local educational policy relating to vocational-technical education.
()	()	63.	Serve as an academic advisor to students.
()	()	64.	Write and/or present research findings.
()	()	65.	Design an interview schedule.
()	()	66.	Apply knowledge of learning strategies.
()	()	67.	Supervise research assistants and/or clerks.
()	()	68.	Participate in institution-wide meetings as a contributing member.
()	()	69.	Develop leadership ability.

RESPONSES YES	NO		TASK STATEMENTS
()	()	8.	Participate as a contributing committee member.
()	()	9.	Review and/or evaluate proposals.
()	()	10.	Evaluate the existing educational program.
()	()	11.	Interpret school law.
()	()	12.	Work with a curriculum advisory committee(s).
()	()	13.	Observe the interaction between high-level personnel.
()	()	14.	Work in the area of special needs, i.e., disadvantaged, handicapped, etc.
()	()	15.	Prepare tables, graphs, etc.
()	()	16.	Participate in the updating of vocational curricula.
()	()	17.	Demonstrate his ability in decision-making.
()	()	18.	Tabulate research data.
()	()	19.	Assume responsibility in his particular position(s).
()	()	20.	Participate in the planning and/or designing of vocational facilities.
()	()	21.	Participate in released-time activities.
()	()	22.	Write and/or edit proposal(s).
()	()	23.	Work on cost-benefit analysis studies.
()	()	24.	Acquire a knowledge of the organizational structure of the institution.
()	()	25.	Meet with (recognized) leaders in the field.
()	()	26.	Contribute to the objectives and/or philosophy of the department.
()	()	27.	Work with a (general) advisory committee(s).
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()	()	35.	Apply concepts of public relations.
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()	()	39.	Interact with local educational agencies as the relate to vocational-technical education.
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RESPONSES YES	NO		TASK STATEMENTS
()	()	41.	Interact with professional organizations.
()	()	42.	Prepare budgets or budgetary items.
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()	()	44.	Participate as an author or co-author of a professional publication.
()	()	45.	Attend an in-service training program(s).
()	()	46.	Develop a working association with areas other than vocational-technical education.
()	()	47.	Develop instructional materials and/or educational media (software).
()	()	48.	Work with representatives of labor and industry in matters pertaining to the vocational education program.
()	()	49.	Work on follow-up and/or placement studies.
()	()	50.	Participate in an assessment of organizational needs.
()	()	51.	Prepare an examination(s).
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()	()	53.	Participate in the development of a new course and/or curriculum.
()	()	54.	Participate in the undertaking of studies and/or surveys.
()	()	55.	Serve as an educational consultant.
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()	()	62.	Interpret local educational policy relating to vocational-technical education.
()	()	63.	Serve as an academic advisor to students.
()	()	64.	Write and/or present research findings.
()	()	65.	Design an interview schedule.
()	()	66.	Apply knowledge of learning strategies.
()	()	67.	Supervise research assistants and/or clerks.
()	()	68.	Participate in institution-wide meetings as a contributing member.
()	()	69.	Develop leadership ability.

RESPONSES YES	NO		TASK STATEMENTS
()	()	70.	Identify problem areas to be researched.
()	()	71.	Teach in a classroom situation.
()	()	72.	Serve as a panel member and/or a discussant.
()	()	73.	Design a questionnaire.
()	()	74.	Write and/or edit published materials.
()	()	75.	Interact with state educational agencies as they relate to vocational-technical education.
()	()	76.	Review and/or evaluate research projects.
()	()	77.	Supervise and/or direct the activities of other staff members.
()	()	78.	Observe students enrolled in supervised teaching or student teaching.
()	()	79.	Write an article(s) for publication.
()	()	80.	Recommend and/or select a person(s) for a professional staff position.
()	()	81.	Direct pre-service and/or in-service training programs.
()	()	82.	Set up and/or code research data.
()	()	83.	Travel to educationally related institutions.
()	()	84.	Serve on a graduate committee.
()	()	85.	Develop a working knowledge of informational sources relating to vocational-technical education.
()	()	86.	Conduct an experimental study(s).
()	()	87.	Interpret state educational legislation relating to vocational-technical education.
()	()	88.	Participate in the formulation of policy.
()	()	89.	Demonstrate a knowledge of vocational curricula.
()	()	90.	Evaluate students.
()	()	91.	Criticize research designs.
()	()	92.	Participate in curriculum development.
()	()	93.	Work with state authorities in matters pertaining to the vocational education program.
()	()	94.	Demonstrate his ability in problem-solving.
()	()	95.	Work with lay groups in matters pertaining to the vocational education program.
()	()	96.	Speak to lay groups.
()	()	97.	Participate in the preparation of proposals.
()	()	98.	Design a study.
()	()	99.	Conduct research culminating in a comprehensive report.
()	()	100.	Participate in the preparation of proposals.

THANK YOU!

RUTGERS UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION

INTERNSHIP COORDINATOR*

Qualifications: Member of graduate faculty, part of whose regular load is the advisement of doctoral students.

Load designation: Generally, should equal 2 - 3 credits per semester; 1 - 2 in summer.

Duties:

1. Be responsible for official roster, acquiring and submitting grades.
2. Maintain a current file of all internships to date -- cross referenced by student and cooperating agency and disseminate this information periodically.
3. Maintain a file of inquiries concerning internships from (potential) cooperating agencies. Follow up, if appropriate.
4. Act as resource to faculty and students - concerning internships - past, present and future.
   Note: In no case, is the Internship Coordinator to serve in lieu of the adviser unless this is specifically requested by the adviser.
5. Arrange for seminar sessions to provide feedback from students who are pursuing the Internship.
6. Conduct periodic evaluative studies and report to the graduate faculty (or appropriate committee), together with any recommendations which data would suggest.

*Approved by the Faculty November 19, 1971

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

PROFESSIONAL DEVELOPMENT
INTERNSHIP RATING

COORDINATOR'S COMPOSITE SCORE: _____

_____
(Name of intern)

SUMMARY OF EVALUATIVE MATERIALS

	5	4	3	2	1	1	comments
INTERN'S EVALUATION							
A. Evaluation form -- indications of:							
1. Accomplishment							
2. Educational growth							
3. Personal adjustment							
4. Good human relationships							
B. Diary of Daily Contributions indications of;							
1. Accomplishment							
2. Educational growth							
3. Personal adjustment							
4. Good human relationships							
SUPERVISOR'S EVALUATION							
A. Evaluation form -- indications of:							
1. Accomplishment							
2. Educational growth							
3. Personal adjustment							
4. Good human relationships							
B. Critical incident -- indications of:							
1. Accomplishment							
2. Educational Growth							
3. Personal adjustment							
4. Good human relationships							
COORDINATOR'S EVALUATION							
A. Visitation report -- indications of:							
1. Accomplishment							
2. Educational Growth							

COORDINATOR'S

SUMMARY OF EVALUATIVE MATERIALS _ CONTINUED

	5	4	3	2	1	0	Comments
COORDINATOR'S EVALUATION - Continued							
3. Personal adjustment							
4. Good human relationships							

Date: _____ By: _____

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

COORDINATOR'S VISITATION REPORT

Due: After each visit by Project Director or Coordinator

Student's Name _____ Assignment _____

Institution _____ Address _____

Supervisor _____ Title _____ Telephone _____

	Yes	No	Don't Know
1. Is the intern succeeding in his stated objectives?			
2. Is he given the responsibilities he seeks?			
3. Is he positive toward his training?			
4. Is his appearance and dress in keeping with his associates?			
5. Is supervisor aware of his training?			
6. Is the supervisor aware of the intern's objectives?			
7. Is the supervisor satisfied with the intern's progress?			

8. Any problem(s) arising? _____

_____

_____

9. Can the coordinator assist? (Explain) _____

_____

_____

10. Were comments made to the supervisor about the problem(s)? _____

Result _____

_____

_____

11. Intern's opinion of his progress. _____

_____

_____

_____

12. Coordinator's opinion of the intern's progress, learning assignments, and the supervision. _____

_____

_____

_____

_____

13. Intern is able to relate to all in a humanistic manner. (Explain)

_____

_____

_____

_____

14. Other comments: _____

_____

_____

_____

15. Next appointment:

Date _____

Time _____

16. Did the intern give the coordinator his copy of his daily diary? ___

_____
Coordinator

_____
Date

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP
Due: At the end of the Internship

INTERN'S EVALUATION FORM

(Read each question carefully and check the answer that most nearly expresses your feeling. If you check "undecided" it will mean you have no opinion.)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. This internship has given me valuable new experiences not available in the classroom. Why? _____					
2. The internship was less educational than expected. Why? _____					
3. My future teaching plans have changed as a result of this internship. Why? _____					
4. My supervisor was helpful, cooperative and interested in making this a useful, learning experience. Why? _____					
5. Others within the organization were very helpful. How? _____					
6. I succeeded in all of the objectives I planned. How: _____					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
7. The program assignment was properly planned and enough time was available to complete it. How? _____					
8. The internship would have been more meaningful had I been given more responsibility. Why? _____					
9. This internship will let me make a meaningful contribution to a future job or teaching assignment. Why? _____					
10. A different placement would have been more worthwhile. Why? _____					
11. The organizational structure of my assigned industry, agency or institution is clear to me. How? _____					
12. Additional time should have been allowed for this internship. Why? _____					
13. The internship has given me the confidence and new knowledge to develop many new solutions to problems facing vocational educators. How ? _____					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
14. The stipend is adequate to cover additional expenses. How? _____ _____					
15. "Feedback" to University personnel during the internship period should be improved. How? _____ _____					
16. The daily diary, and significant contribution report permits me to describe adequately the daily and/or weekly experiences of the internship. How? _____ _____					

17. Considering the previous sixteen statements and other information you have gained during your internship, would you comment on any part of your experience that was meaningful to you and how this program could be strengthened to benefit others.

_____

_____

_____

_____

_____

_____

_____

_____

(Intern)

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP
Due: At the end of Internship

SUPERVISOR'S EVALUATION FORM
(CONFIDENTIAL)

Intern _____

	Strongly Agree	Agree	no Undecided (opinion)	Disagree	Strongly Disagree
1. He seeks to understand the duties of all individuals to whom he is assigned. How: _____					
2. He understands the organizational structure of this department. How: _____					
3. He knows the objectives of this department. How: _____					
4. He will complete a specific task on his own. How: _____					
5. He offers constructive ideas. How: _____					
6. He related with others in a humanistic way. How: _____					
7. The intern's involvements meet the objectives of the previously determined program assignment. How: _____					
8. My supervision time is adequate to direct him without detriment to my other tasks. Why: _____					
9. He participates willingly in many involvements. How: _____					
10. He has the dependability I expect of my employees. How: _____					
11. He has the personal traits and qualifications for a position in this type of job. How: _____					

	Strongly Agree	Agree	Undecided (no opinion)	Disagree	Strongly Disagree
12. He exercises personal initiative to enrich his learning experience aside from his defined assignment. How: _____					
13. He readily accepts suggestions and criticism. How: _____					
14. He shows a positive attitude toward this type of learning experience. How: _____					
15. He is punctual in his attendance, and neat in his personal appearance. How: _____					
16. I would rate the intern's overall learning experience as excellent. Why? _____					

17. Other comments: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Supervisor

_____

Date

THE OREGON VOCATIONAL EDUCATION
LEADERSHIP DEVELOPMENT PROGRAM

INTERN EVALUATION

Name of Intern: _____ Evaluation Period: _____

Location: _____

INSTRUCTIONS: This evaluation shall be completed by the intern's supervisor. Check the column below that most closely represents your choice

---

I. RELATIONSHIP WITH GROUPS:

	AMOUNT OF OPPORTUNITY TO PARTICIPATE						EFFECTIVENESS OF THE INTER				
						High	Low				Hi
	*0	1	2	3	4	5	1	2	3	4	5
1. Which of the following outside groups or agencies has the intern been involved with:											
a. Lay Advisory Committee											
b. Employers											
c. Labor Unions											
d. Community Organizations and Agencies											
e. Others (Identify)_____											
Comments:_____											
2. Which of the following groups within the educational unit has the intern been involved with:											
a. Teachers											
b. Administrative Staff Meetings											
c. Retreats											
d. Counselors											
e. Principal/Deans & Assoc Deans											
f. Department Chairmen											

*No opportunity for participation

	OPPORTUNITY						EFFECTIVENESS OF THE INTERN			
	Low					High	Low			H
	*0	1	2	3	4	5	1	2	3	4
2. (Continued)										
g. Superintendent/President										
h. School Boards										
i. Students										
j. Other: _____										
Comments: _____										
II. RELATIONSHIP WITH COLLEGUES:										
1. Actively works with/ or receives cooperation from colleagues.										
2. Handles people well who disagree with his point of view.										
3. Seriously considers opinions of others.										
4. Offers and accepts criticism in a positive, tactful and professional manner.										
5. Assists, rather than interferes, with work of colleagues.										
6. Effectively works with secretary and/or office staff.										
7. Other: _____										
Comments: _____										
III. DECISION MAKING ABILITY:										
1. Is a careful planner.										
2. First gets the facts and then decides.										
3. Effective in applying new aproaches and/or teaching										
4. Promotes coordination										
5. Can handle several different problems that occur simultaneously.										

	OPPORTUNITY		EFFECTIVENESS OF THE INTERN	
	Low	High	Low	High
	*0 1 2 3 4 5		1 2 3 4 5	
6. Works effectively even under frustrating conditions.				
7. When requested, willingly accepts assignments less desirable to him.				
8. Is prompt and accurate in submiting requested information.				
9. Other: _____				
Comments: _____				
IV. Personal and Professional Characteristics:				
1. Personal and professional conduct is supportive of institutional expectations.				
2. Objective when considering new points of view.				
3. Accepts responsibility.				
4. Adjusts easily to new situations.				
5. Gives an honest report of his problems and efforts.				
6. Strives to accomplish personal objectives.				
7. Seeks council and/or guidance in the accomplishment of per. obj.				
8. Other: _____				
Comments: _____				

V. Please make suggestions and/or comments that will add to the comprehensiveness of this report: _____

* No opportunity to participate

THE OREGON VOCATIONAL EDUCATION
LEADERSHIP DEVELOPMENT PROGRAM

INTERN SUPERVISOR AND INTERN CENTER EVALUATION

Name of Supervisor: _____ Evaluation Period: _____

Name and Location of Intern Center: _____

INSTRUCTIONS: This evaluation shall be completed by the intern. Check the column below that most closely represents your feeling in regard to your Intern Center Supervisor.

I. INTERN SUPERVISOR EVALUATION:

	Low					High
	NA	1	2	3	4	5
The Supervisor:						
1. Keeps up to date on new trends and materials in vocational education.						
2. Uses the proper information when making decisions.						
3. Has developed and utilized long-range plans for the center/school.						
4. Understands the extern, inter, EPDA and teacher intern programs.						
5. Has a flexible working relationship with the intern.						
6. Has involved the intern in all vocational administrative responsibilities, such as:						
a. Administration						
b. Supervision						
c. Coordination						
d. Teacher Education						
e. Consultation						
7. Is tolerant of opinions other than his own.						
8. Expectations of the supervisor are realistic as to the intern's work load.						
9. Offers and accepts criticism in a positive and professional manner.						
10. Contributes to professional growth and development of intern.						
11. Offers assistance and guidance with the work of the intern.						

	Low NA	1	2	3	4	High 5
The Supervisor:						
12. Has provided necessary orientation during the first three months of the intern appointment, concerning:						
a. Files						
b. Resource materials						
c. Policy Handbook						
d. Organization of center						
e. Budget material						
f. Advisory committee						
g. Community involvements						
h. Others:_____						
13. Has personal characteristics that are condusive to a good relationship.						
14. Reviews with the intern, at least monthly, the interns personnel objectives.						
15. Encourages educational activities outside the institution.						
16. Advises the intern regarding outside educational acaivities and/or professional development.						
17. Takes time to interact with the intern.						
18. Has regular supervisory sessions scheduled and held.						
II. INTERN CENTER EVALUATION:						
Instructions: This evaluation shall be completed by the intern. Check the column below that most closely represents your feeling in regard to your intern center.						
1. The intern is considered a regular member of the staff.						
2. The intern has access to those facilities and services necessary to perform the accomplishments expected by his intern center supervisor and the Oregon State University supervisors.						

3. The following list of items are provided by the intern center for overall implementation and intent of the intern program: (Please check the appropriate column)

	Low NA	1	2	3	4	High 5
Hardware:						
a. Desk and chair						
b. Telephone						
c. Filing Cabinet						
d. Office space in close proximity to supervisor						
e. Use of conference and/or meeting facilities						
f. Office supp[illegible]						
g. Cost free and convenient parking at the center						
h. After hours access to the office area						
Use of Facilities:						
a. Services, equipment, and personnel within the center as granted the intern supervisor						
b. Provisions for long distance telephone calls when appropriate and/or official						
c. Secretarial assistance with typing, filing, etc.						
d. Flexibility of working hours and travel						
e. Postage for intern business and other necessary mailing (non-personal)						
Fringe Benefits:						
a. Sick leave comparable to intern supervisor in proportion to the time spent at the center.						
b. Medical insurance granted to regular employees.						

Intern Center Evaluation:

	Low				High
NA	1	2	3	4	5

4. The intern is responsible to one person only at any given time.

5. The goals of the intern center are compatible with the goals of the intern in providing vocational administration experience.

VI. Please make suggestions and/or comments that will add to the comprehensiveness of this report: _____